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INSIDE

NATIONAL

Coalitions fuel fight for education reform. 3

New Reagan budget shortchanges education (again). 6

STATE

State lawmakers, governors grapple with school aid. 7

High class loads overburden Utah teachers. 8

LOCAL

Minnesota's Sauk Rapids local hangs tough. 9

HUMAN RIGHTS

U.S. civil rights panel charts unsettling course. 6

SUPPORT STAFF

'I'm a bit deaf'— and other perils of driving a school bus. 17

INTERVIEW

Brockton, Mass., teacher puts more than science in kids' minds. 13

CLASSROOM

A fresh look at the age-old discipline problem. 10

How to spot — and encourage — young writers. 12

PERSONAL

Manage your money, mind your medicine, mend your mind. 25

DEBATE

Teaching grammar: Emphasize it? Eliminate it? 27

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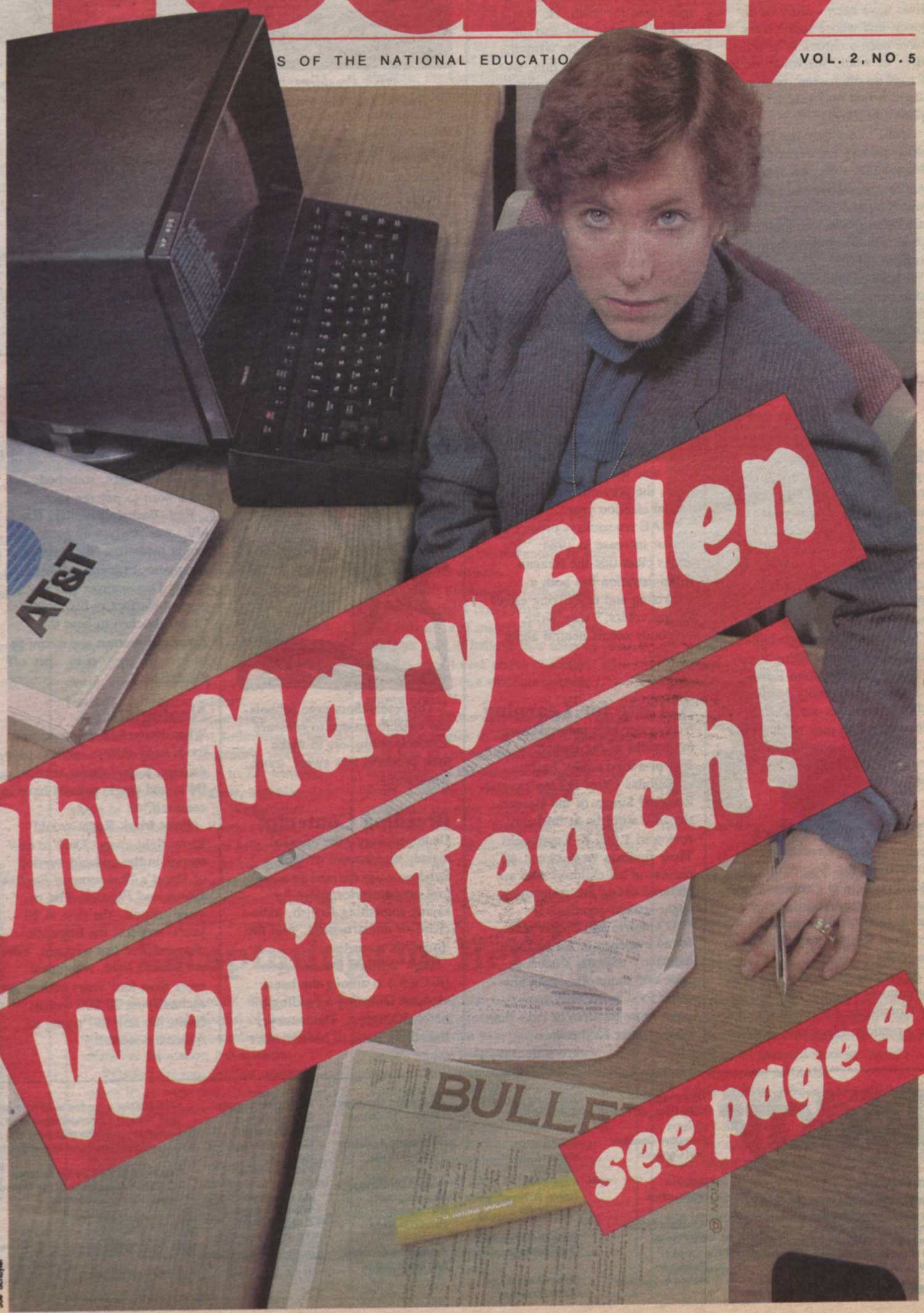
WASHINGTON, D.C. MARCH 1984

S OF THE NATIONAL EDUCATIO VOL. 2, NO. 5



Joe Schuyler

Why Mary Ellen Won't Teach!

see page 4

PRESIDENT'S VIEWPOINT

The Order of the Day

There he goes again. The national debate President Reagan has sparked on school discipline is lacking two important dimensions. One is compassion. The other is accuracy.

If the President ever looked into the eyes of young students whose school lives have been a history of failure, whose home lives have been a story of neglect, and whose social lives have been a chronicle of rejection, he would see what you and I have so often seen: pain and anguish that may lead to "discipline" problems.

But I'm not sure the President has had that experience. Maybe that's why he appears not to understand that poll-watching and political rhetoric are no substitute for legitimate programs designed to help these students.

Troubled students will not stop being troubled simply because the President (or anyone else) "discovers" the problem. We know that many disruptive students need special help and individual attention. We also know—our experience tells us and research confirms it—that disruptive behavior often masks learning frustrations.

I vividly remember a teenager I had for math. He was a real hellion. He was also unable to solve a single written math problem I gave him. By probing a little, I found that when I presented the math problems orally, his difficulty vanished.

The real problem was that he couldn't read anywhere near grade level. After the student entered a remedial reading program, he thrived. *And his behavior problems disappeared.* No longer frustrated, he no longer misbehaved.

I often wonder how this future citizen would have fared if

Joe Di Dio

NEA President
Mary Hatwood Futrell

my school hadn't had a remedial reading program, or if he had been summarily written off as a "discipline problem."

Many teachers have had similar experiences. And that's why NEA set out years ago—long before the President decided to make discipline a political issue—to address discipline problems through both behavioral *and* instructional programs.

And you know what? Our approach succeeded. The "discipline problem" in 1982 is nowhere near as severe as in 1972. Every school teacher and administrator knows that.

The fact is that we succeeded so well that when the President needed ammunition to "prove" his contention that today's schools are blackboard jungles, he had to dredge up old data gathered way back in *1975—nine years ago.* Had he used more recent data, he would have had to acknowledge that teachers, parents, administrators, and school boards—working together—have made great strides toward *reducing* violence and disruptiveness in our schools.

In reality, the President is paralyzing efforts to forward this progress. His budget ax has devastated programs that help teachers give special attention to problem students. If the President's concern were more than politically motivated, he wouldn't slash the very funds that give teachers the professional support services needed to continue eradicating school discipline problems. He wouldn't take aim at Chapter 1 federal aid for disadvantaged children. And he wouldn't insist on a fiscal blueprint for educational red ink.

The President will, no doubt, continue his penchant for grabbing headlines with superficial, albeit catchy, slogans. We in NEA know that excellence is not achievable without well financed schools and thoughtful programs.

As members of the public education family, we'll not permit disorder in our home. We'll be neither soft nor permissive nor tolerant of intolerable students. We'll be tough. We'll be stern. But we'll always know that sternness and compassion are not incompatible.

We'll also continue to demand action over rhetoric.

TRENDS

Morale Moral

If getting ready for work in the morning doesn't feel like preparation for a funeral, if your classroom or office doesn't remind you of a prison cell, if you can still manage a smile at the end of a day heaped high with hassles—then chances are you're headed for a long life.

That's the latest authoritative word on longevity. Being happy at work, says Dr. John Rowe of Harvard University Medical School, improves our health. Job satisfaction may be at least as important as diet and exercise in determining just how long you'll be around.

The Reagan Effect

Declining voter turnout—a steady trend that began after the 1960 Presidential election—may finally be over. And if that proves true this November, President Reagan may deserve the credit.

According to a study of voting patterns recently released by the Committee for the Study of the American Electorate (CSAE), national voter participation in 1982 was up 3.6 percent over 1978, the previous non-Presidential election year.

CSAE researchers project a similar increase in 1984: "It seems clear that the Reagan Administration has both a polarizing and mobilizing effect among voters," they write. "Nobody seems neutral about Reagan."

A Taste for Learning

No wonder kids get mid-morning attacks of the munchies. In a first-of-a-kind study, health consultants Carol D'Onofrio and Rosalind Singer of the University of California at Berkeley reviewed 1,666 K-3 textbooks. Their findings were sweet: 40 percent of all children who are pictured eating are consuming sugar-soaked goodies.

D'Onofrio and Singer also found evidence of a "let them eat cake" attitude. *Cake* appeared more often than any other food word, and there were more pictures of cake than of any other food item.

The researchers urge schools and citizens groups to pressure textbook publishers to make their products less sweet, more wholesome.

Breeding Contempt

Dentopedalogy—the dreaded malady also known as Watt's Syndrome—is defined as a natural propensity or talent for saying something foolish, indiscreet, or embarrassing. And the disease is spreading.

Rep. William Dannemeyer (R-Calif.) is among the latest victims. Debating a funding bill before Congress, Dannemeyer linked the issue to his anti-abortion cause: "If we are going to pay off this debt, somebody has to be born to pay the taxes."

Rep. Barbara Mikulski (D-Md.) was ready with some strong medicine. She leapt at the chance to point out just how deeply Dannemeyer had implanted his foot in his mouth: "I am shocked to hear that American women are meant to be breeder reactors to...pay off the deficit."

Neologistics

What do trouble-shooters, junk food, hang-gliders, punks, pacemakers, floppy discs, sexism, DJ's, and single parents have in common?

Peter Mark Roget would know right away. They're new entries in the updated version of *Roget's Thesaurus of English Words and Phrases.* The revised edition—the first in 20 years—reflects the linguistic changes time has wrought. Editor Susan Lloyd, who spent more than four years adding and reclassifying 20,000 words, likens the task to "trying to freeze a waterfall."

Defensive Strategy

The last fiscal year was the best recruiting year ever for the armed forces. And a record 91 percent of the new enlistees were high school graduates.

Why this military bumper crop? Among the major reasons: high unemployment in the private sector, according to Lawrence Kolb, the Defense Department's assistant secretary for manpower.

And the caliber of the high school recruits? "We're getting the highest quality people we've ever gotten," says Kolb. Maybe Kolb should speak with his boss: the schools that the President calls "drug dens" are evidently serving his favorite charity rather well.

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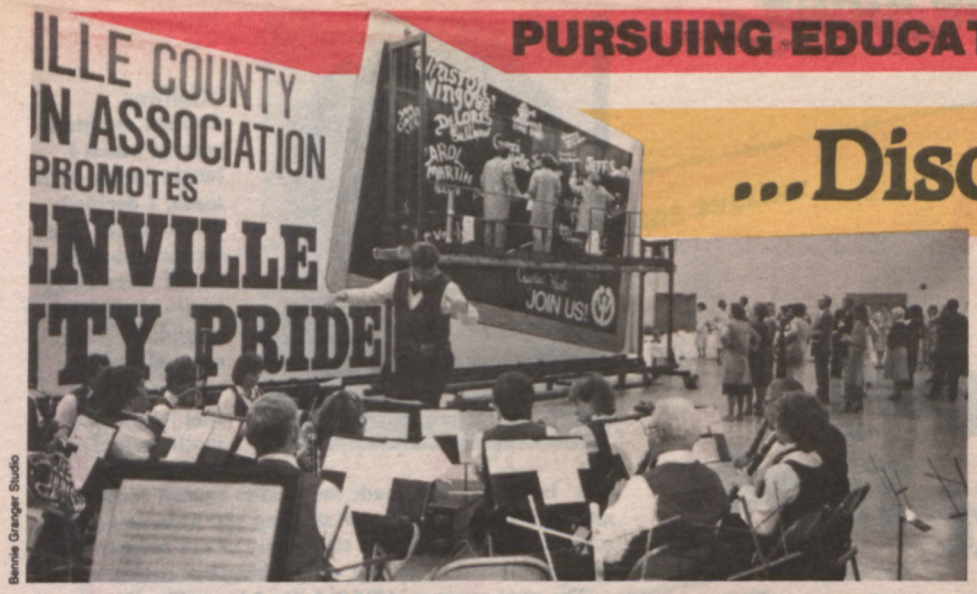
PURSUING EDUCATIONAL EXCELLENCE

...Discovering Our Allies



Bennie Granger Studio

The Greenville County (S.C.) Education Association cut through divisive political lines with its "Greenville County Pride" campaign. Citizens jumped at the chance to sign billboards celebrating Greenville togetherness.

Puzzled. That's the best word to describe the reaction of many Association members when they first heard the theme of this winter's NEA Instruction and Professional Development national conference: *the politics of coalition-building.*

What does coalition-building have to do—many people wondered—with improving instruction? Before the early January conference in Washington, D.C., ended, that question was answered. Coalition-building, the conference-goers agreed, is the key first step to education reform at local, state, and national levels.

"The road to educational excellence passes through the corridors of Congress, state legislatures, and city halls," says NEA-IPD Director Sharon Robinson. "And clout in those corridors, now more than ever, rests with coalitions."

Five years ago, for example, Minnesota's South Washington County public schools started to face the torment of the state's budget-slashing whip. One proposed "solution" was to allow K-6 class sizes to balloon.

But the South Washington County Education Association (SWCEA) had other ideas. The local launched a drive to enlist the active support of 1,500 parents. Within months, an energetic "Committee of 1500" was on the go, and signatures—thousands of them—were on petitions targeted for the school board. The result: a swift board retreat to a position banning *any* class size increases.

Today, reports SWCEA President Bill Newton, the Committee of 1500 is a potent force for positive educational reform. The coalition recently helped secure a $5,000 average raise for teachers and demolished a poorly conceived merit pay proposal.

The Greenville County (S.C.) Education Association has had a similarly successful coalition-building experience. Last fall, the Association began plastering the county with billboards carrying such messages as "The GCEA Promotes County Pride—Join Us." The campaign has already spawned a task force of business leaders committed to forwarding a strong pro–public education agenda.

"There's no question," notes GCEA President Jo Ann DuBose, "that we're getting across our message that quality education enhances local business and community life in general."

Local citizens' coalitions are often the first step toward broader alliances. The Idaho Education Association is now a partner in the Citizens Alliance for Progressive Action—a statewide coalition that includes the National Organization of Women, the Idaho Migrant Council, the Snake River Alliance (a peace group), the Conservation League, the AFL-CIO, consumer affairs organizations, and senior citizens groups.

On the national level, NEA has joined with a broad variety of non-education-related groups in a coalition that last year stopped Reagan Administration efforts to gut highly successful Chapter 1 federal education programs for the disadvantaged. Another NEA-backed coalition helped kill the Administration's attempt to enact tuition tax credits.

Victories like these make it clear that finding new allies for education isn't just a nice idea. It's a necessity!

...Listening to Our 'Clients'

When at last they can rest, the 15 members of NEA's Blue Ribbon Task Force on Educational Excellence will rest in peace—of mind. They'll know that their report, due this May, reflects patient deliberation.

It's doubtful, in fact, that any study group has ever heard a wider spectrum of opinions from a wider range of constituencies.

NEA's Blue Ribbon Task Force, appointed by NEA President Mary Hatwood Futrell last fall, is charged with recommending formal Association policy on school reform. Its report will go first to the NEA Board of Directors and then to the Association's annual Representative Assembly in July.

Carolyn Salisbury

Danbury (Conn.) High School junior Peter Glazer argues against lengthening the school day—"provided teachers give more homework."

At a series of national and regional hearings this winter, task force members have sought counsel from such diverse organizations as the National Association of Elementary School Principals, the Ford Foundation, the National Catholic Conference, Phi Delta Kappa, and IBM. They've listened to teachers, superintendents, principals, college presidents and deans, clergy members, authors, scholars, legislators, business leaders.

But there comes a time when you need the voice of the highest authorities. That time arrived in late December, when a dozen students, grades 6 to 12, traveled from Connecticut, Virginia, and elsewhere to NEA Center in Washington, D.C., to set the Task Force straight.

Their testimony proved to be a testimonial to all who labor in our public schools. The students were thoughtful, articulate, and deeply concerned about the future of education. But there's one thing they definitely weren't: SHY.

Excerpts from the testimony of these young experts follow.

Elizabeth Orshansky, 12th grade: "When teachers don't have the equipment and instructional materials they need, students start to believe that schools—and society—don't care about education. It's not surprising that students become unmotivated."

Laurette Dickerson, 9th grade: "Good discipline begins in the home. I know one sure way to cut down on disruption: fine the parents of chronically disruptive students. I bet those students would straighten up right away."

Tiffany Johnson, 6th grade: "If America believes in quality education, America must be ready to put more emphasis on homework."

Jonathan Schwartz, 8th grade: "Our nation protects birds, animals, and fish. We put lots of money into arboretums. But if the gifted and talented program is not fully funded, our government will have created a new endangered species—the gifted and talented student. Aren't we as important as birds?"

Adele Guillen, 12th grader: "When I greeted you in Spanish, most of you couldn't understand me. Maybe that will help you understand how hard it is when there aren't good materials for bilingual students."

Antonio King, 12th grade: "Educators are becoming aware of the need to include students in decision-making processes. Good student leadership makes a difference."

—Carl Luty

Carolyn Salisbury

Sabrina Francis, a 9th grader at Washington, D.C.'s Eliot Junior High, urges more teacher emphasis on communication skills and critical thinking.

... Recapturing Our Heritage

"I think anyone familiar with American education is mindful of the exquisite and enduring commitment of the National Education Association.

"Dating far into the last century, when there were few speaking on behalf of the public schools, it was the NEA—as I read history—that was strategically placed as we made critical reforms, adjusted our conscience, and deepened our commitment to expanding educational opportunity. And it was NEA that was consistently in pursuit of excellence.

Joe Di Dio

"The fact that you pursue it to this day is, in my judgment, simply continuing the legacy of what I think is the most imaginative and socially committed educational organization in the world. You have understood from the very first that teachers are the solution, not the problem. And you have asked only that they be given the support to get the job done."

—Ernest Boyer, president, Carnegie Foundation for the Advancement of Teaching, addressing the NEA-IPD National Conference.

PUTTING THE SHINE . . .

Why Won't Mary Ellen Teach?

Renovating the Teaching Profession... So Next Time She Won't Get Away

Joe Schuyler

"Halfway through an intern year in which I taught junior high math, I decided not to teach. The second semester, I took three more hours of COBOL at night and sent out 100 resumes to corporations that might hire math majors. It wasn't the kids' behavior that made me decide against teaching—although responsibility for shaping 130 lives was almost overwhelming. I noticed that many of my teacher colleagues wanted to get out of teaching but couldn't.

The next summer AT&T Long Lines offered me a job as a computer programmer trainee at a salary nearly $5,000 higher than I could have gotten in teaching. I enjoy working in my head, without 130 pairs of hands tugging at my sleeves. Maybe 10 to 15 percent of the programmers in my department are ex-teachers. They like ex-teachers here, because they're good at learning as well as at teaching."
—Mary Ellen Porter, computer programmer, AT&T Communications, White Plains, N.Y.

Teaching's loss was AT&T's gain in the case of Mary Ellen Porter, whose candid comments appear above.

But why would anyone expect a young woman to enter a profession where the job seems unmanageable (130 pairs of hands tugging for attention)? The future unpalatable (veterans trying desperately to get out and into another field?) The pay unacceptable (the salary differential with business *starting* at nearly $5,000)?

The only reason to go into such a profession would be if you had little choice. And for decades, that's just what women and minorities had—little choice—so they taught.

Now all that has changed. Prestigious and well-paying occupations once thought to be the preserve of white males have opened their gates to all. The result, say North Carolina researchers Phillip Schlechty and Victor Vance: "Nowadays women and minorities are behaving occupationally more like white males." Which means they are not preparing to teach in anywhere near the proportions they did in the past.

Nor are white males, for that matter. The plummeting demand for teachers that started in the early 1970s has meant that compared to the old days *nobody*'s preparing to teach. *(See graph on page 5.)*

What's worse, say many researchers, is the academic quality of those who do prepare for teaching. The abilities of women are especially significant since they still make up three-fourths of undergraduate education majors. According to Emily Feistritzer, author of *The Condition of Teaching: A State-by-State Analysis* (a report done for the Carnegie Foundation for the Advancement of Teaching last year), "the best and the brightest...are getting degrees in fields other than teaching, as women in record numbers choose professions that offer academic challenge, money, and prestige." Other researchers report similar shifts away from teaching by the ablest Blacks.

Such declines in quantity and quality seem to warn of oncoming disaster,

Bruce McCallister

"Last summer my department head at the Colorado School of Mines asked me if I'd be interested in a teaching internship at Cherry Creek High School outside Denver. That was the first time I ever thought of high school teaching. He knew I was still thinking of the ministry and that I liked working with kids—I had helped organize a Physics Awareness Day for 300 high school students.

Now I've been at Cherry Creek almost a year. I'm impressed with the science faculty's concern with making science relevant to students' lives, not just covering material.

Compared to research—which is what 70 percent of Mines graduates do—high school students provide variety. There's never the same thing two days in a row.

I still haven't decided between teaching and the ministry, but I'm definitely going to take the courses for science certification next year."
—Brent Nelson, 1983 graduate in mineral engineering physics, Colorado School of Mines

especially when estimates of future need for teachers are brought into the picture. The Bureau of Labor Statistics recently projected a 38 percent increase in demand for elementary teachers between 1982 and 1995, and a 13 percent increase for secondary teachers (starting after 1990).

With the pool of new graduates qualified to teach having shrunk from 317,000 in 1972 to just 139,000 in 1982, there's a legitimate fear that a shortage in *adequately prepared* teachers will develop across the board. Shortages have already become common in the last decade in math, science, and vocational subjects.

The solutions to the problem of teacher supply fall into two categories:

► Improving the quality of teacher preparation programs. The hope is that better programs will not simply make better teachers but will attract more capable candidates in the first place.

► Making teaching a more appealing profession.

Anyone reviewing the current proposals for improving teacher education notices a revolutionary new element. "For the first time," observes Sharon Robinson, NEA director of Instruction and Professional Development, "classroom teachers are involved in the decision-making."

The blueprint for that involvement is NEA's *Teacher Education: An Action Plan*. Approved by the 1982 Representative Assembly, the Action Plan suggests how state Associations can increase teacher influence over who gets into teaching—and how they are prepared.

Across the nation, state governments and individual teacher training schools are taking steps to improve teacher education programs (often because of actions by NEA state affiliates). These steps include—

Raising entrance and exit standards. Would-be teacher education majors are being asked to achieve satisfactory scores on basic skills tests. If admission occurs in the junior year, they may also have to achieve a higher minimum grade point average than before.

In some states, such as Oklahoma, Florida, and—starting next year—Texas, the new admissions standards are statewide. These same states are also among those that require (or will soon require) students to pass an exit exam, in basic skills or in the subject they'll teach, before they can be certified.

With teacher education enrollments already cut in half between 1972 and 1982, many teacher training programs face the prospect of losing even the few students they have left if they raise standards. So, on the theory that the best defense is a good offense, some are boldly striking out to find even better students than the state requires.

► Joyce Hardin, professor of education at Lubbock Christian College in Texas, won an NEA Hilda Maehling fellowship this year to host a career day on teaching—with Linda Gale White, wife of Texas Gov. Mark White, as keynote speaker—for academically able high school seniors in the Lubbock area. Says Hardin, "It's hard to get a hearing for teaching from top high school seniors. They think they aren't interested."

► Last fall, North Texas State University at Denton chose its first group of "Meadows scholars"—juniors who will graduate in three years (that is, after a five-year program) with master's and bachelor's degrees in education.

Says Watt Black, NEA member and director of the program: "We had 127 people apply for 39 places. Our high entrance standards in terms of grade point averages, basic skills test scores, and writing ability helped attract these applicants. Then the program itself is academically very challenging. And I'm sure the salary supplements we offer those who teach in Texas—$2,000 in their first year, $1,000 in the second—helped too."

Source of the funds: an $850,000 grant from the Dallas-based Meadows Foundation.

From Campus to Classroom...

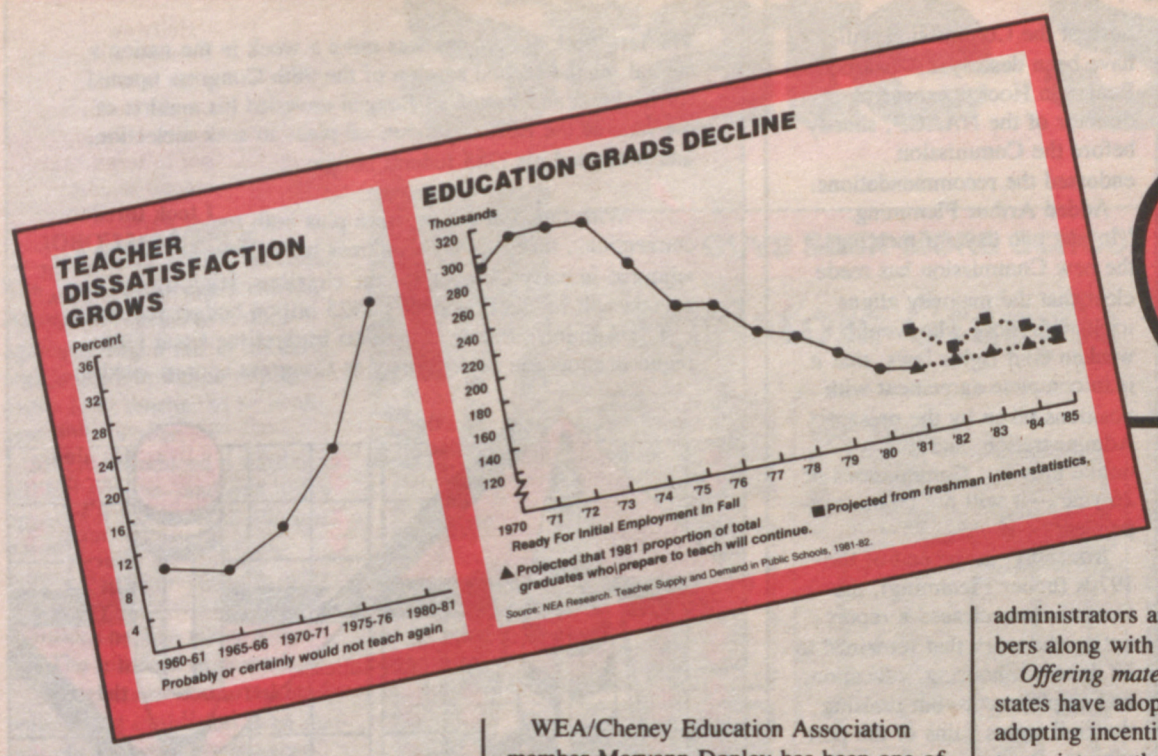
On 35 college campuses across the country, 23,000 education students are getting a head start on membership in their future professional organization.

Members of NEA Student Programs (formerly Student NEA) work in a variety of ways to prepare themselves for classroom effectiveness and community leadership. Student members at the University of Missouri–St. Louis, for example, participate in a Partners in Professional Education (PIPE) program that pairs them with practicing classroom teachers. This allows these young people to go beyond the regular student teaching experience to profit from the example and counsel of experienced Association members.

"If we're going to be America's best teachers tomorrow, we need to have more actual classroom experience and more voice in shaping quality education programs today," says Liz Rivera, NEA Student Programs chair.

For more information about NEA's services to prospective teachers, write to NEA Student Programs, 1201 16th St., N.W., Washington, DC 20036.

. . . BACK ON THE APPLE



Bill Spooner

"People tell me education isn't paying any money, that standards are becoming difficult for Blacks who want to teach—I just don't believe it. I'll earn enough to make a living. What's important is for kids to go in the right direction from the beginning. Florida intends to upgrade its schools, so people like me—who are determined to raise standards—will be needed."
—Latanga Horne, junior in elementary and special education, Florida A&M University, Tallahassee

Upgrading the curriculum. In 1982, 85 percent of teacher training institutions surveyed said their programs had become more rigorous within the last five years. Many are redesigning their professional education courses to exterminate—at last—the Mickey Mouse element. The new courses try to do a better job of linking theory with practice.

► Next fall, the Arizona board of education will require all teacher education programs in the state to teach explicitly some 60 skills defined and designated as essential by the Arizona Education Association, one of 10 state Associations piloting the NEA Teacher Action Plan.

► To make teacher education more relevant to local school needs, the state of Washington created program committees of local teachers, school administrators, and college faculty and gave them authority over the curriculum in each teacher education program.

WEA/Cheney Education Association member Maryann Donley has been one of five teachers serving on the committee for Eastern Washington University for the last three years. Assessing the extent of teacher influence, she concludes: "Because of teacher recommendations, the University will require prospective teachers to take more math courses if they're in elementary education, a 'Reading in the Content Areas' course if they're in secondary education, and classroom management courses at both levels."

► NEA and the Virginia Education Association have helped establish a similar link between Radford University, in southwestern Virginia, and nearby school districts, whose teachers are all served by a single UniServ unit.

Association activist Beth Nelson, who chairs teacher education at Radford, says the hallmark of the program will be field work: "In every course and every year—starting with freshman year—every student will go into the classroom to observe, to work as an aide, or actually to teach a lesson."

One effect of a field-based program, Nelson explains, is that "students will become part of a network of people who've had similar experiences. They'll develop pride in their craft—something teacher education students have not always had."

Increasing the involvement of classroom teachers. Designated as mentors, consulting teachers, or assessors, current teachers are being given a greater voice in evaluating new teachers for certification. Typically the new teachers are full-time teaching interns who have just finished college and must complete a year of successful teaching before they are certified. The evaluation panels often include school administrators and college faculty members along with classroom teachers.

Offering material incentives. Some 33 states have adopted or are thinking of adopting incentives to encourage students to go into math and science teaching. Some offer incentives to future teachers in general.

► Appalachian State University in North Carolina will use an endowment fund of $250 million to provide scholarships to high achieving undergraduates in education.

► The Utah legislature already provides 365 scholarships each year to undergraduates who agree to go into teaching; the governor's commission on education reform recommends another 200 slots.

► The U.S. Congress is likely to add to existing education programs new funds for retraining teachers in math and science or for giving financial aid to students who choose to teach in those fields.

Proposals to make teaching a more attractive profession necessarily involve money—both at the entry level and throughout the teacher's career. When the average teacher's salary is compared with the average salary of similarly trained professionals *on an hourly basis*, the other professionals—the auditors, buyers, and accountants—are ahead by 28 percent.

NEA President Mary Hatwood Futrell puts the remedy simply: "If we're serious about attracting the best and brightest into America's classrooms, then we'll have to think in terms of starting salaries of $20,000 to $25,000." Average teacher's starting salary now stands at $13,500.

Few school districts offer a salary schedule with enough "top" on it to be competitive with business and industry. One that comes close is the Cherry Creek district, near Denver.

Dan Van Gorp, science coordinator at Cherry Creek High School, who has negotiated many contracts for the Cherry Creek Education Association, explains how the Association has done so well: "We're lucky enough to be in an affluent pro-education community. Given that situation, you can build up a salary schedule that rewards those who stay in teaching."

Many of the reforms designed to obtain better teachers and to offer them more attractive careers, if not implemented carefully, could end up making teaching less attractive to current and future teachers.

► Career ladder plans, touted as the way to provide "top" on teachers' salaries, raise the spectre of merit pay, which too often means differences in pay on the basis of arbitrary distinctions among people and positions.

► Cutoff scores on teacher education entrance and exit tests can have undesirable effects when they alone are enough to deny admission to teacher education or to prevent certification. For example, the use of rigid cutoff scores—combined with the shift of the ablest Black students out of education—is drying up the pool of Blacks interested in teaching.

► The shortage of math and science teachers is giving rise to quick-fix solutions, such as granting college graduates with subject matter training—but no professional education courses—certification after a one-year teaching internship. Faced with such a proposal from New Jersey Gov. Thomas Kean, NJEA president Edithe Fulton says, "We do not oppose a new route to teacher licensing. We do insist, though, that any alternate route be no less rigorous than the regular path to certification."

Andrew Rafkind

"Because I was high school valedictorian I've been told I could do 'more' than be a teacher. I am strong in math and I do plan to get an M.S. in computer science. But I've decided on elementary teaching. That will allow me to be well-rounded: I'll use my computer training to improve educational software; too much of it today is just fun and games."
—Kiley Ruwe, senior at Boise (Idaho) State University (left). With her is her sister Donelle, a sophomore at Boise State, who also plans to teach. Both learned respect for the art of teaching from observing their mother, Association member Janet Ruwe, a Boise kindergarten teacher.

Ed Culwell

"People would say, 'Why don't you do something important, something for humanity? Don't waste your talent on teaching.' Our teacher education program puts us into the classroom as aides freshman year. I liked it, but thought maybe I could like medicine or child psychology as well. I switched to a physical therapy program. But I still wanted to teach. It was really a crisis. I told my adviser: 'I can't understand why people I care about are discouraging me from doing what I want to do.' He told me I had to do what I want. I took an interest test and education came out on top. So I changed back in the middle of my sophomore year. Recently, a teammate and I taught our first two-week unit—on economics and money—to fourth graders. We weren't perfect, but we just ate it up."
—Betsy Johnson, junior in elementary education, Lubbock Christian College, Lubbock, Texas

Almost unaccountably, teaching has always attracted people who could make more money elsewhere. The young people on these pages show that it still does. But teaching has also lost many such people. In the past they were mostly men, so no one was too surprised.

Now that Mary Ellen as well as Bob is finding opportunity elsewhere, the game is up; there's no group left so lacking in opportunity that its members will teach no matter what the pay.

Unless substantial increases are made in teacher salaries—not only at entry but at the higher experience levels—the idealism that still propels people into teaching will turn out not to be enough to make them stay. Financial insecurity will prove to be more motivating.

That's not to say that the teaching profession expects to get all the Bobs and Mary Ellens. People who would be good teachers will also be good at other things, and some will choose to do those things no matter how high teacher salaries are.

Still, the point isn't to attract all those who are talented enough to teach—just enough of them to provide a competent, professional corps of teachers for this country's children.

—Nancy R. Needham

HUMAN RIGHTS

July 2, 1964: the nation's leading civil rights advocates watch President Lyndon B. Johnson sign the Civil Rights Act into law.

In Jeopardy: Two Decades Of Progress on Civil Rights

As a landmark civil rights law enters its third decade, the Reagan Administration seems bent on doing an about-face.

The Civil Rights Act of 1964 will soon be 20 years old. For the millions of Americans who had marched, rallied, and lobbied to end racial discrimination, enactment of this landmark law stood as the crowning achievement of the civil rights movement.

The Civil Rights Act outlaws discrimination on the basis of race, color, or national origin in public facilities, employment, and federally assisted activities, as well as discrimination on the basis of sex or religion in employment.

But today the progress symbolized by this law stands in jeopardy. Under President Reagan, the federal government has broken the bipartisan commitment to civil rights that had endured since the Eisenhower years.

"The Reagan Administration has joined forces with those who seek to eliminate or weaken the methods that must be employed if civil rights laws are to be implemented," says Arthur Flemming, who was President Eisenhower's secretary of Health, Education, and Welfare.

Flemming, a widely respected Republican, also served as chair of the U.S. Civil Rights Commission, from 1974 to 1982. What's happened to that Commission under the current Administration says a great deal about the state of civil rights in today's America.

The Commission—created in 1957 as an *independent*, bipartisan agency—had served until 1982 as "the nation's official conscience" on civil rights through six different presidencies.

But no more. Last year, on the recommendation of Attorney General William French Smith, President Reagan sought to pack the Commission with his own supporters. Through a controversial series of political power plays—opposed by the NEA and every national civil rights group—the President succeeded. In January, a new Commission dominated by Reagan appointees took office.

Staff director of this new Commission is Linda Chavez, a former top aide to American Federation of Teachers President Albert Shanker. Shanker's AFT was the only national labor or public interest group that supported President Reagan's Commission-packing moves.

At its first sessions, the new Commission voted to adopt Chavez's recommendations to—

► Cancel a study on the effects of federal budget cuts on predominantly minority colleges and universities.

► End Commission support for affirmative action.

► Narrow the Commission's traditional role as watchdog over violations of civil rights—and instead look for negative effects of affirmative action, school desegregation, and bilingual education.

"If [these recommendations] become policy, the original purpose of the Commission will have been destroyed," warned Benjamin Hooks, executive director of the NAACP, shortly before the Commission endorsed the recommendations.

Added Arthur Flemming: "In just two days of meetings, the new Commission has made clear that the majority aligns itself with those who would weaken civil rights laws, that it is in complete agreement with positions taken by the present Administration, and that—unlike previous Commissions of 26 years—it will not be an independent body . . . . "

Ironically, at the end of the 1970s (under Flemming), the Commission released a report noting the work that remained to be done—in housing, education, and employment—but praising the civil rights gains of the past two decades.

Those gains are under fire by the Reagan forces—now aided by a rubber-stamp Civil Rights Commission. In its first three years, the Administration has—

► Sought to reverse the 12-year-old Internal Revenue Service policy of withholding tax exemptions from schools that practice racial discrimination.

► Exempted 3,500 postsecondary schools from civil rights requirements.

► Sought to have the Supreme Court reconsider court-ordered busing as a means of desegregating schools.

► Eliminated a $24 million federal technical assistance and training program designed to help desegregate schools.

► Supported legislation to limit the jurisdiction of the federal courts in desegregation cases.

► Tried to eliminate funding for the Women's Educational Equity Act.

► Argued against affirmative action to remedy discrimination in employment.

► Tried to repeal the Education for All Handicapped Children Act.

"The Harris Poll continues to show strong public support for equity," notes NEA Human and Civil Rights Director John Cox. "In this election year, as the American people weigh the Reagan record, civil rights will be one of the key issues."

—Marian Clayton

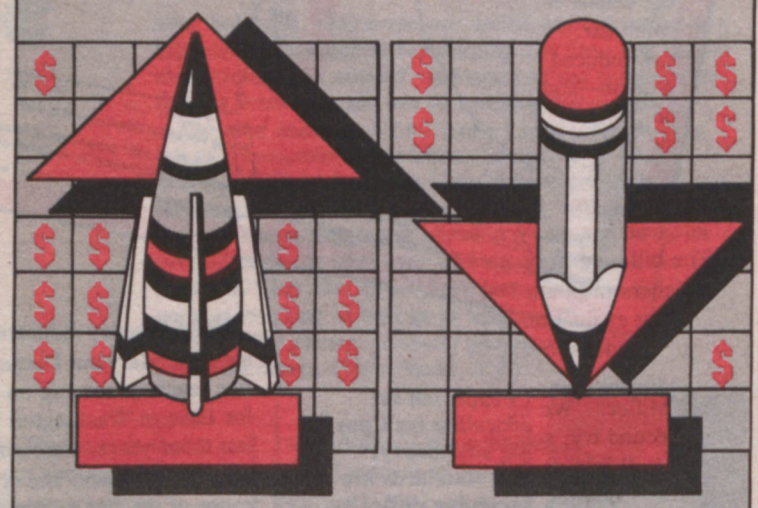
"This country stands at a crossroad," says Civil Rights Commissioner Blandina Ramirez, one of just two holdovers from the pre-Reagan era. "We can take the path we took during the Jim Crow period—abandoning the principles of civil rights by engaging in divisiveness and scapegoating of former slaves for problems that struggling Americans were facing. Or we can choose not to mortgage our well-being and stand up for the civil rights laws that so many of us fought so hard to obtain."

WASHINGTON WATCH

The last week of January was quite a week in the nation's capital, as the second session of the 98th Congress opened for business and President Reagan unveiled his version of the state of the nation, announced plans to seek reelection, and presented his 1985 federal budget.

✔ With time out for recesses plus both major party conventions, this 100-day Congress has a lot to do before it adjourns in early October for the elections. High on the agenda will be the President's $925 billion budget request.

The Administration's **education budget** for fiscal 1985 requests about the same money as Congress appropriated in



1984—some $15.4 billion—just $600 million more than Congress approved in 1981 and $5.3 billion *less* than what the total should be just to keep pace with inflation.

Defense is again the big winner for 1985, with a total spending request $47 billion (15 percent) above last year's record figure. Defense has claimed an ever larger share of the federal budget dollar each year under the Reagan Administration. If Congress buys into the latest plan, defense would eat up nearly 30 percent of the entire $925 billion budget, compared to education's 1.6 percent.

On federal aid to schools, the usual budgetary shenanigans are evident. For example, the President calls for more money for no-strings-attached Chapter 2 (block grant) programs, but would eliminate or severely reduce funding for a whole host of other education programs that find less favor with the Administration: impact aid, library aid and construction, asbestos control, women's educational equity, and student loans, for example.

✔ While the President continues to exploit the issue of **school discipline** for political purposes, NEA President Mary Hatwood Futrell appeared on Capitol Hill to offer a four-point discipline-improvement program. Testifying before the House Education and Labor Committee, Futrell called on Congress to fund local programs that would (a) establish district-wide discipline codes in consultation with teachers, administrators, and students, (b) address the behavioral and learning problems of trouble-making students, (c) provide professional counseling and support to deal with the root causes of discipline problems, and (d) involve parents at every level of their children's education.

✔ NEA's **Legislative Teleconference** in early February was truly a national affair, with an estimated 3,000 Association members and guests participating through NEA's new television network (*see story on page 18*). Originating from the TV studio at NEA Center in Washington, the conference linked member-viewers in 50 states. The three hours of live television, focusing on NEA's legislative agenda and the Association's political action efforts in the 1984 elections, included workshops, lots of spirited debate and discussion, and even a live report from Atlanta, scene of an Association rally for more state aid.

✔ While President Reagan's 1985 budget request doesn't include federal money to help the schools clean up **asbestos contamination**, it should. The federal Environmental Protection Agency says schools aren't moving to correct asbestos problems, partly because they can't afford the cleanup cost. Back in 1980 Congress authorized a loan program to finance half the cost of asbestos removal, but no money's ever been appropriated.

State Side

Special Legislative Report

MIDWEST

The South Dakota Education Association (SDEA) is once again backing a bill in the state legislature that would require every K-12 teacher to be evaluated twice a year.

SDEA introduced a similar bill last session—and met heavy opposition from school administrators and members of the school boards association, who testified that there isn't time to evaluate teachers every semester. The bill died in committee.

"Teachers in South Dakota believe that evaluation is an integral part of educational excellence," explains SDEA President Dianna Miller. "We hope that on our second try, school management will join us in working for quality in our schools."

PACIFIC

"Close, but no cigar." That's the verdict of the California Teachers Association (CTA) on the education budget proposed in January by Gov. George Deukmejian.

The governor asked for $560 million in new school money to fully fund the provisions of the educational reform act passed last summer. He also wants $340 million for a 3 percent cost-of-living adjustment (COLA) for the state's categorical school aid programs.

So what's the problem? It's the missing $283 million needed to provide the full 5.5 percent COLA on categorical programs that the reform act calls for. Handicapped, poor, urban, rural, adult, preschool—these are the kinds of students who will suffer from the shortage of funds.

CTA plans to work further with the governor and legislature to secure the full amount the act authorizes—nearly $1.2 billion.

SOUTHEAST

Members of the Georgia Association of Educators and the public teamed up at an early February rally at the state capitol to show their support for the legislature's moves to boost education funding.

Gov. Joe Frank Harris has called for a 10 percent hike in teacher salaries, but his budget proposal makes no mention of counselors, librarians, media specialists, or school administrators.

The state senate and house of representatives have been working on separate education funding measures. One house-passed bill would tap money now earmarked for transportation to boost salaries for the school employees excluded from the governor's bill, as well as to increase already-retired teachers' pensions and provide health insurance for school support personnel.

Meanwhile the senate has passed a bill that would allow citizens to vote on a constitutional amendment raising the sales tax by one cent. Half the new revenue would be earmarked for public education.

WEST

New Mexico's Gov. Toney Anaya has proposed a penny increase in the state sales tax and earmarked it for education. NEA-New Mexico's support for his proposal is evident everywhere.

To encourage employees in every school building to write their legislators, the Association has put legislative contact kits in teachers lounges. Among other things, the kits contain the lawmakers' mailing addresses and telephone stickers bearing the Association's toll-free legislative hotline number.

The proposed tax increase would allow a rise in spending for public schools of $112 million (18.2 percent). Almost half that amount ($54.7 million) is slated for increasing teachers' salaries, including bringing the starting salary up to $16,300. An additional $45.3 million would go to public higher education.

Some 3,000 Oklahoma teachers are likely to be laid off this spring. In addition, Oklahoma school districts expect to be asked to cut spending by an average of 7.2 percent (which follows a 4.1 percent cut in 1982-83).

The reason: a $150-million shortfall projected for the 1983-84 state budget. Since deficit spending is unconstitutional in Oklahoma, officials must balance the budget by raising taxes or cutting spending.

The Oklahoma Education Association calls for new taxes, arguing that the shortfall is a result of the state's having dropped 16 taxes in recent years in favor of a single tax on oil. When the price of oil fell from $39 to $30 a barrel, state revenues fell $11 million for every dollar drop.

Agreeing with OEA's approach, Oklahoma Gov. George Nigh has asked for the new taxes, but so far the legislature has refused to respond.

For the second time in the state's history, a Nebraska governor has testified at a legislative hearing on a specific bill. The governor is Bob Kerrey; the subject of the bill, his commitment to put Nebraska among the top five states in average teacher salary by 1990. Currently, Nebraska ranks 41st.

Kerrey's also been drumming up support for his bill—which the Nebraska State Education Association backs strongly—in speeches around the state.

MID-ATLANTIC

The West Virginia Education Association was heartened by Gov. Jay Rockefeller's January State of the State address, in which he spoke of a long-term commitment to education and echoed several Association proposals almost word for word.

Rockefeller proposed teacher pay raises up to 12 percent—a 7½ percent across-the-board increase for all teachers plus an additional 4½ percent for teachers in lower-paying districts to equalize pay across the state. (WVEA had proposed a total of 15 percent.)

The governor also echoed the Association in calling for a $600 million bond issue and an excess levy on property taxes, both to be earmarked for public education. And he endorsed WVEA proposals that would allow teachers to retire after 30 years' service and to count accumulated sick leave toward retirement.

NORTHEAST

Vermont Gov. Richard Snelling has renewed his call for an Early Education Initiative as part of a $10 million school improvement package for which he's seeking legislative support. The governor has proposed a half-cent increase in the state sales tax to fund the package.

The Early Education Initiative, which Snelling unveiled in 1982, would boost educational opportunities for children age three through grade three, at a cost of $3 million. The remaining $7 million would go to implement new and more rigorous public school approval standards and to fund improved teacher salaries.

Vermont-NEA enthusiastically endorses the majority of the governor's initiative, though warning that the proposed funding for teacher salary increases doesn't go far enough.

"The funds provided in this initiative are only a small first step," says Association President Maida Townsend. "We have miles to go."

GUVS SEEK MORE SCHOOL $$$

Legislators Grapple with Reform

State-of-the-state, according to six governors addressing their legislatures:

(1) New Mexico's Anaya, (2) Vermont's Snelling, (3) Oklahoma's Nigh, (4) West Virginia's Rockefeller, (5) Nebraska's Kerrey, (6) Utah's Matheson. Center: Utah EA's message to its lawmakers.

As state legislators across the country convened their 1984 sessions, education reform and education finance ranked high on their agendas.

Lawmakers generally found themselves in agreement on the need for new education initiatives, but they disagreed vociferously among themselves and with their governors over how to finance these reforms.

More than 90 percent of the nation's 7,348 state lawmakers will be elected this year, along with 13 governors. Legislators are usually loath to raise taxes in an election year.

Overall, the states' budget outlooks are a mixture of gloom and optimism. Some states' economies have picked up as the national economy has improved; others are still in the throes of recession.

What's helped many states is the passage of large tax increases during the past year. A total of 37 states voted new taxes during 1983, bringing in $7.7 billion in new revenues. Sixteen states earmarked these new funds for education programs. Most commonly increased was the sales tax (11 states raised their rates, and four others extended earlier sales tax hikes "indefinitely").

Yet 33 states ended fiscal '83 with significantly lower balances than they had at the end of fiscal '82. Only 11 states (Colorado, Idaho, Indiana, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Mexico, Oregon, and South Carolina) chalked up higher surpluses in fiscal 1983 than in 1982. The remaining six states held firm at their fiscal 1982 levels.

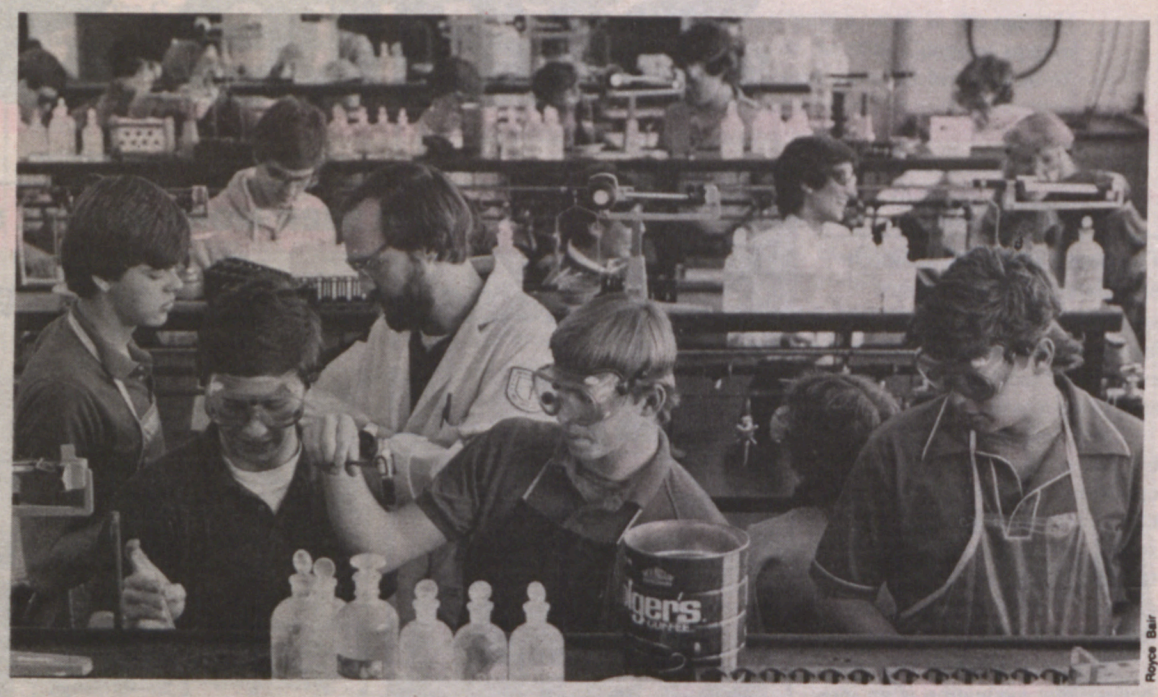
For fiscal 1984, only seven states project as much as a 5 percent balance—the level states have traditionally sought to maintain. Six anticipate budget deficits: Colorado, Iowa, Minnesota, New Hampshire, Utah, and Vermont.

Education remains the biggest single item in each state budget. In nearly every state, NEA affiliates will be pushing this year for tax reform and other legislative measures to increase the investment in the public school system. A few of those efforts are highlighted on this page.

TEACHER SHOCK

Think Your Class Load's High?

You Ought To Come To Utah



Royce Bair

You've heard all about how the nation's birth rate has declined—how many parents are delaying having kids and many have decided that zero is enough.

Well, welcome to Utah. Largely due to the Mormon philosophy that encourages families to have children, birth rates here are the nation's highest—29 births each year per 1,000 people, or about twice the U.S. average, says the National Center for Health Statistics.

And unless the state legislature or local communities come up with a whole lot more money for schools, Utah teachers will go on struggling to teach in classrooms bursting at the seams. Utah's overall ratio of 27.4 pupils per teacher is the nation's highest (California ranks second at 23.1), according to the U.S. Department of Education. Ninety-eight percent of all Utah children attend public schools.

A December 1983 study conducted by the Utah Education Association (UEA) found class sizes are large at all levels. For elementary classes, the statewide average is 27.09; for junior-senior high classes, it's 27.1. This means a whole lot of classes are well above 30—for example, a fourth of all elementary classes have 30 or more students.

Even with these extremely high enrollments, Utah citizens are getting a lot of education for the money. Utah spends $1,842 per student per year, which ranks it 45th in the country, and pays its teachers the 25th lowest salaries. Yet, the state has the 10th best graduation rate for high school seniors and the 10th lowest dropout rate in the nation.

UEA President Hurley Hansen calls the current class loads unacceptable. "We have an unhappy situation," he says, "that's getting worse."

To what degree do high class loads affect teachers? UEA's Wasatch UniServ Unit, which covers Salt Lake City and surrounding suburbs, asked that question recently of almost 100 teachers and found that at least 80 percent felt high class loads greatly affected student performance, job satisfaction, their personal lives, and faculty morale. Sixty-six percent said they wouldn't choose to teach if given the choice of careers again.

Meet Douglas Tate (*pictured above*) of Salt Lake City's Highland High School. Two years ago just 50 students were taking chemistry, so Tate set out to interest more kids in the subject. He succeeded: 190 students now take chemistry. The problem is there's still just chemistry teacher—Doug Tate.

"My students are doing OK," says Tate, "but they could be getting a better education. I'd like to work with small groups of kids, especially during lab time, but with the size of my five classes, I'm forced to use certain students to explain experiments and hope it filters down to the rest of the class."

Things aren't much better in suburban Murray, where Nick Pond has been teaching high school speech and debate for seven years. Though his classes, ranging from 25 to 35 students each, are by no means the largest at Murray High, Pond still feels his students are being shortchanged, given that both speech and debate require intensive one-on-one and small-group attention.

Murray ninth grade English teacher Margaret Pettis sees a real difference in performance between her one smaller class and those with 36 or 37 students.

"The students in the smaller class are not necessarily brighter than the others," she says, "but they respond much better to instruction."

As UEA's study also points out, Utah students begin experiencing the drawbacks of large class sizes as soon as they hit kindergarten, where the average class now numbers a little over 26.

Marilyn Puffer, a third grade teacher in the Ogden school system, believes 24 is just about the maximum class size that works at the elementary level. Her third grade class numbers 24 this year, but there are no guarantees that next year's won't be bigger.

What's being done about Utah's high class loads? For one thing, UEA has made funding of education programs and reduction of class sizes its top priorities. During the most recent legislative session, UEA called for $187 million in new funds for the public schools.

Billboard messages, newspaper ads, and radio spots sponsored by UEA asked legislators to approve more education aid. But Utah lawmakers disagreed over proposed tax increases and adjourned without voting enough money to significantly reduce class sizes.

Meanwhile, many of UEA's local affiliates are working to win more local financial help for the schools. In late February, Ogden citizens were scheduled to vote on a proposal—put together with the help of the local Association—that would allow the school district to divert capital improvement funds to its maintenance and operating account.

"If it passes, some of the money could be used to hire an additional 18 teachers," says Ogden Education Association President Blaine Anderson. "Nine would go to our elementary schools, where class sizes range from 30 to 35 students."

And what are the prospects for the future? Here's one clue from a Utah school district that closely parallels current statewide student-teacher ratios.

In the 52,400-student Jordan school system, south of Salt Lake City, a recent annual report projects an enrollment increase of 30 percent by 1988. Enrollments grew by 34 percent between 1977 and 1982. The student-teacher ratio is 27 to 1 in the high school and middle schools, 29 to 1 in the elementary grades.

In Utah, as in most other states, the pressure is on schools to improve their performance. But class loads keep going up, as though academic performance had little to do with how many kids a teacher can effectively educate at one time.

Utah teachers don't buy that. They're pursuing excellence, and they know they're doing a good job. But they could do even better with fewer kids in each class.

—Bill Fischer

Royce Bair

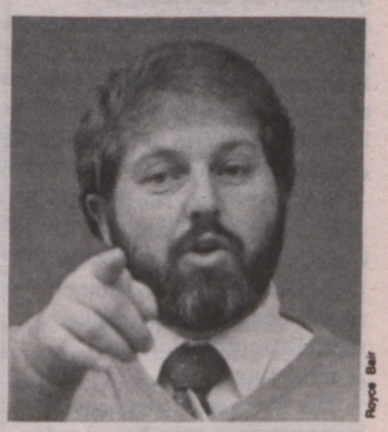
Students outnumber grammar books, so Murray English teacher Margaret Pettis is forced to use class time for lessons she would normally assign as homework.

John Shupe

Over her 21-year teaching career, Ogden second grade teacher Alice Glenn has learned that large classes are impersonal. "Smaller classes have less confrontation, less disruption, and teachers are more enthusiastic and open to new ways of instruction—to challenging the children."

John Shupe

"If class sizes could be controlled," says Ogden third grade teacher Marilyn Puffer, "it would mean an end to a lot of stress for teachers."



Royce Bair

"Divide 35 kids into 50 minutes, subtract a few interruptions, and you don't end up with much time," says Murray speech and debate teacher Nick Pond.

Local Look

GEORGIA

An Association affiliate at Fort Stewart Military Reservation near Hinesville has become Georgia's first teacher organization to gain collective bargaining rights.

Georgia doesn't have a bargaining law for state or local employees, but the 176 teachers and support staff at Fort Stewart Dependents School are covered by the Federal Labor Relations Act, which encourages bargaining by federal employees over hours and working conditions.

The local superintendent—and base commander—tried to circumvent the December representation election by taking away the Fort Stewart Association of Educators' right to communicate with employees during the school day. Despite this interference, 65 percent of Fort Stewart's school employees voted to be represented by the Association.

FSAE is now at work on its first contract.

KENTUCKY

Student scores on standardized tests will not enter into teacher evaluation in Hardin County, thanks largely to the efforts of the local NEA affiliate.

Alice Ann Folger, Hardin County Education Association president, is one of five HCEA members on a 10-member committee that recommends policies to the school board. She worked with the school administration to draft wording that would bar the use of student scores on comprehensive basic skills tests, the SAT, and the ACT in teacher evaluations. The board accepted the committee's wording as policy.

Says Folger, "There are many variables—not just teaching quality—that affect a student's performance on tests."

NEW YORK

The Buffalo Teachers Federation (BTF), an NEA-New York affiliate, has won an arbitration award of nearly $170,000—the biggest in its history—in a three-year-old grievance against the school board for violating contract language on class size.

The 1978-81 contract authorized the district to impose larger class sizes than the previous contract had allowed—but stated that these sizes must be brought down to the earlier limits if sufficient funds became available.

BTF argued that the district had sufficient money in the 1980-81 school year to reduce class sizes; the district claimed otherwise. An arbitrator ruled in May 1982 that while the district hadn't had enough money to hire additional teachers, it had had enough to provide extra compensation to the 108 teachers forced to supervise larger classes.

The district contested the award in court. BTF sued for the money due the teachers—plus interest—and eventually won in the state supreme court.

Individual awards range from about $50 to more than $5,000, with the average teacher getting about $1,500.

NEVADA

An NEA/Nevada State Education Association affiliate in Churchill County, some 65 miles east of Reno, has won one of the biggest binding arbitration awards in recent Nevada history.

The county school board, which had begun negotiations 11 months earlier by offering no pay increase at all for 1983-84, found itself ordered to boost all teacher salaries by 5 percent.

The district argued that the legislature had mandated no salary increases for teachers—but that didn't sway the arbitrator. The Churchill County Education Association (CCEA) had done its homework, finding enough extra money in the district's budget to more than cover the raise.

"The teachers stood together all the way," reports CCEA President Al Bellister, an English teacher at E.C. Best Junior High. "In fact, our membership jumped about 15 percent during the bargaining crisis."

ARKANSAS

For the past three years, leaders of the Little Rock Classroom Teachers Association (LRCTA) have been meeting with the district's teacher aides, custodians, and secretaries, arguing the advantages of group representation before the school board.

Last July the board agreed to allow an election. And in January, 328 of the 459 eligible ESP staff cast ballots, choosing CTA over nonrepresentation by a margin of 306 to 22.

"Educational support employees have never had any representation in Little Rock," explains Katherine Wright Knight, CTA president. "They earn poverty-level wages, yet they play a critical role in our schools. By pooling teacher and support staff interests and speaking out where necessary, we'll *all* be ahead."

INDIANA

In the first walkout by Indiana teachers since 1979, the Blackford County Teachers Association (BCTA) staged a highly successful four-day strike this winter against a school board with a long history of outrageous actions toward teachers and the community.

On the second day of the strike, the administration threatened to take steps to cancel absent teachers' contracts for "insubordination."

But BCTA stood its ground. Parents and other sympathetic citizens supported the 143-member Association, walking the line with teachers to put pressure on the board.

The strike ended when the board agreed to terms for a one-year contract which included a 6.2 percent raise in addition to the annual increment, family illness leave, a long-term disability program, a reduction-in-force procedure, and a 'no reprisals' clause.

CALIFORNIA

After some 35 years as an independent organization, San Diego's Classified Employees Association affiliated with NEA in September 1983. It has now signed up about 1,200 of the 2,000 office/technical/business staff at the K-12 level and 165 of 400 community college employees.

On the bargaining front, CEA recently nailed down a one-year agreement that boosts wages by 6 percent while improving both working conditions and fringe benefits for San Diego school employees.

At San Diego Community College, CEA secured a 3 percent wage increase for classified employees—something of an achievement in a year when some college workers suffered wage cuts.

"We're proud to be classified employees, and part of NEA," says CEA President Doris Nielsen. "We've got the talent and the will to build a strong organization, and we've made a strong start."

Still ahead: an election in which CEA will be seeking the right to represent the district's 4,000 paraprofessionals as well.

IN CENTRAL MINNESOTA . . .

Sauk Rapids EA Hangs Tough

"Your determination to stand up for education, for the children, and for yourselves is right," NEA President Mary Hatwood Futrell tells teachers at a late January rally in Sauk Rapids. "I applaud your determination, your courage, and your style."

The Sauk Rapids Education Association (SREA) refuses to buckle under to school board intimidation in its battle for a 1983-85 contract.

SREA—with 100 percent membership in the Sauk Rapids/Rice district—was ready to begin negotiations last spring, but the board waited until summer to open talks. Even then, the board refused to submit any meaningful offers unless teachers accepted a merit pay ("Pay for Performance") plan as a *condition* of negotiations.

"One board negotiator told us if we didn't like the plan, we could hit the bricks," recalls SREA President Carmen Peters, a vocal music teacher at Sauk Rapids High School.

SREA members voted to authorize a strike, then took their case to the community. The school board dropped the merit pay plan in October.

When serious negotiations finally got under way, the board proposed that secondary teachers teach an extra period—with no compensation.

The board's final salary offer was 5.7 percent over two years; SREA seeks 14.5.

Negotiations broke down completely this winter, and the Association went on strike January 5. (Strikes are legal under Minnesota's bargaining law as long as locals follow prescribed procedures and timelines.) As we go to press in early February, the strike continues—with all 124 SREA members participating.

"Our strike is over more than just money," Peters explains. "Teachers are standing up to protect their rights."

The board has repeatedly shown its lack of interest in settling the strike. Several board members failed to show up for the first mediation session. One of the district's negotiators said the board is willing to have teachers stay out for the rest of the school year rather than give in to the Association's demands.

SREA is equally determined. "There's been no break in teacher morale," Peters reports. "We're determined to stick together and stay out until negotiations are settled fairly."

The Sauk Rapids strike was the first of four by Minnesota Education Association affiliates in the current statewide round of contract talks. Nearly one-half of the 375 MEA locals have now settled their 1983-85 contracts, winning an average two-year salary increase of 15.1 percent.

IN THE CLASSROOM

ALTERNATIVES TO ANARCHY

NEW VIEWS ON EDUCATION'S OLDEST PROBLEM

For some, school discipline is a subject for political gamesmanship. But for teachers and administrators, discipline is no game. Disruptive students drain energy, strain nerves, and stymie the learning process. But the truly concerned know that with these hassles arises a rare opportunity: to tame the savage soul and make gentle the youthful heart. Reflections on how best to seize this opportunity follow.

"You're the boss in your classroom," Lee Canter tells teachers.

THE TEACHER AS MASTER

By Lee Canter

"Assertive Discipline" is the result of seven years' research and evaluation of effective classroom discipline skills. The question our researchers at Canter and Associates sought to answer was deceptively simple: how can teachers get students to behave appropriately?

To find the answer, we studied master teachers who, despite all the problems they face, still manage to create and maintain an orderly classroom environment. We found that these master teachers relate to their students in an "assertive" manner: they clearly and firmly express their wants and needs and are prepared to back up their words with appropriate actions. In other words, they say what they mean and mean what they say.

Assertive teachers take the following stand in the classroom: "I will tolerate no student's stopping me from teaching or preventing another student from learning. I will tolerate no student's engaging in any behavior that is not in his or her own best interest and in the best interests of others. And most important, whenever a student behaves appropriately, I will immediately reinforce that behavior."

Assertive teachers are the bosses in their classrooms. They have the skills and confidence necessary to take charge. Our research shows that teachers who wish to become more assertive and so more effective should stick to the following guidelines:

► **The teacher must know at all times what he or she wants students to do.** The "basics" of discipline aren't complex. Typical behavior teachers want from students includes following directions; remaining seated; raising hands before speaking; arriving on time; keeping hands, feet, and objects to themselves; remembering pencils, books, and papers. Teachers must communicate these expectations both verbally and visually, by speaking firmly and posting rules clearly.

► **The teacher must know how to systematically set limits when students do not behave properly.** Consistency is the key to limit setting. A teacher must provide a negative consequence every time a student misbehaves. And a systematic plan is essential. For example—

Warning: The first time a student breaks a rule, write his or her name on the chalkboard.

Detention: The second time, place a check mark next to the name and keep the student after school for 15 minutes.

Second detention: The third time, place two checks next to the name and increase the after-school time to 30 minutes.

Parental consultation: The fourth time, place three checks next to the name and call the student's parents.

Referral to principal: Chalk up the fourth check mark and refer the student to the principal.

► **The teacher must know how to systematically reinforce the appropriate behavior of students.** Positive reinforcement is the key to dealing assertively with discipline problems. For verbal reinforcement at the elementary school level, first give directions to the students, then praise two students who comply with them. If students have not followed the directions, list their names on the board, in accordance with your discipline plan.

Be sure to praise every student every day. Verbal reinforcement should be backed by action, such as sending positive notes home. Send two notes home per class per day.

► **The teacher must know how to elicit cooperation.** An effective discipline plan must be shared with the principal and the parents. It must systematically spell out when and how they are to cooperate with the teacher in implementing the plan.

Lee Canter is the author of Assertive Discipline: A Take Charge Approach for Today's Educator, *published in 1976 by Canter and Associates, Inc., Educational Consultants, Santa Monica, California.*

THE TEACHER AS ENVIRONMENTALIST

Order, discipline, civility: these are the *offspring* of an effectively managed and intellectually alive classroom. They cannot exist for long in a mismanaged or academically arid atmosphere. Climate is everything.

Joe Mahler

Georgia principal Ed Deaton's day includes time just to chat with students. He believes discipline begins with interesting classrooms.

The failure to understand this fact burdens much of the literature on student behavior. The "discipline problem" is far too often addressed in isolation from other problems that teachers confront every hour of every day. (How can I best explain the relevance of this lesson? Am I moving too fast for Eric? Too slowly for Janice? Is Steve's problem inattentiveness or dyslexia? Where's my Tylenol?)

The way a teacher handles this web of puzzles determines the level of order in the classroom. This insight serves as the foundation for Effective Classroom Management—a two-and-a-half-day in-service workshop designed by NEA Instruction and Professional Development. The overriding theme of the workshop is that the buck stops at the teacher's desk. Teachers must manage the *total* classroom environment.

"Teachers rarely think of themselves as managers—or of schools as businesses," says NEA-IPD's Larry Billups. "And they should. The analogy between business managers and teachers is sound."

Susan Yelton, a third grade teacher at Gadsden (S.C.) Elementary School, attended the IPD workshop in early 1983 and now delivers it to colleagues upon request.

"We're in charge," she stresses. "And our every action makes a difference. We help students become strong or weak, sensitive or insensitive. We ignite enthusiasm for learning or we snuff it out. That's pretty demanding business."

But isn't good old-fashioned, tough discipline part of the business? Of course. Strictly enforced codes of conduct are essential. But those codes won't mean anything if the curriculum is weak, texts bland, or teachers uninspired.

Comments NEA member Ed Deaton, principal of Forrest Road Elementary School in Columbus, Ga., "Good disciplinarians are first good teachers. They challenge students academically and make learning fun. That's key."

The NEA-IPD philosophy is intended to tug teachers toward the rough lesson that so rudely intruded on discipline expert Haim Ginott.

"I have come to a frightening conclusion," Ginott writes in *Between Parent and Child*. "I am the decisive element in the classroom. . . . In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized."

For more information on the Classroom Management Workshop, contact your state Association's IPD director.

—Carl Luty

IN THE CLASSROOM

"Beware the 'quick fix' that's marketed as the solution to every discipline problem," warns education professor Alfred Alschuler.

THE TEACHER AS PARTNER

By Alfred S. Alschuler

A complete remedy for "the discipline problem" may be as elusive as a cure for the common cold. The virus is tough, resilient, vexing. And it's capable of turning even the most patient pedagogue into a droopy demagogue.

This maddening toughness may explain the allure of the disciplinary quick fix. Market demand breeds a bewildering array of brand-name solutions that proliferate faster than new diet plans: Assertive Discipline, Compassionate Discipline, Cognitive Behavioral Intervention, Creative Control, Dare To Discipline, Diet and Discipline, Do-It-Now!, Humanistic Discipline, Logical Consequences, the CREED Approach, Three Dimensional Discipline.

More than a few of these strategies show strong evidence of a ready-fire-aim mentality. The media hype boasts three guiding principles, seven cardinal rules, or 10 do's and don'ts. These simplistic wall-to-wall solutions carry the manufacturer's promise to work for students of all ages and personality types, for all classrooms from Latin to swimming, for novice and master teachers.

Probably most of these alleged panaceas work for *some* teachers with *some* students in *some* situations *some* of the time. The best advice: beware of all, except the most modest claims. And hang on to common sense. Teachers can dodge costly swindles by remembering—

► **There are no complete solutions.** Recent sociobiological research suggests that a certain amount of aggressiveness is built into human genes. Whether or not this is true, some conflict is inevitable. Even in the best classrooms, there's still some passive resistance, a degree of inattention, and occasional noncompliance with established rules.

► **Blaming is counterproductive.** Some teachers blame students, parents, and administrators. Some parents blame teachers and administrators. Some administrators blame. . . , etc. Blaming creates distance among those who need to work together. The most effective solutions involve cooperation among all parties—consultation, not communiques, negotiated agreements rather than autocratic rules.

► **Strategies that focus on incidents or individuals tend to be ineffective.** Even if behavior modification techniques, individual contacts, messages to parents, detention, or suspension were 100 percent effective, they would still be no more than bailing buckets in a fight against the tide. So long as individual teachers battle alone with individual students, the overall discipline problem is likely to remain untouched. The more useful strategies affect larger numbers of students, address recurring behavior patterns, and take into account the games students (and teachers) play.

► **Systemic solutions may be worth the extra effort.** Statistics reveal large variations in suspension rates among schools within the same district, and in referral-to-the-office rates among classrooms within the same school. These variations point to organizational variables—differences in rules, roles, norms, expectations. The organization of the total system regulates the level of discipline problems just as surely as the organization of hockey games and chess regulates the nature and level of conflict.

Discipline strategies that focus on the *school system as a whole* go by such names as "Organizational Development" and "Developing Effective Schools." The systemic approach treats discipline problems as one symptom among many that indicate a school's general health. A systemic solution requires long-term, large-scale, cooperative efforts. But the payoffs often justify the extra time and work.

This solution won't pop out from some slick university course or leap from the pages of some haughty pedagogical tome. And—just as surely—the solution will not be found in jazzier in-service vaudeville programs with higher entertainment ratings. The problems are in schools and need to be solved there.

The challenge is to orchestrate sustained efforts over several years. The goal must not be to tame (or tyrannize) this or that student but to *change the climate of school and classroom.* Only with such long-range, comprehensive change can a school become what it's meant to be: a place where teachers can teach and students can learn.

Both hope and caution are justified.

Alfred S. Alschuler is a professor of education at the University of Massachusetts.

THE TEACHER AS IMPROVISER

By Isabel R. Marvin

A thought for the harried: the old adage "There are more ways than one to skin a cat" may well have been coined by a teacher rattled by a prankish student.

A few years ago, I met a cat I was sure I couldn't skin. In my senior high American lit course, one student—I'll call him Jerry—was single-handedly ruining (and ruling) my class. He never did any homework, was unfailingly rude, and provoked me with such antics as deliberately dropping a test paper as I handed it to him. Then, when I'd try to pick it up, he'd give me a long, challenging stare and place his huge dirty boot squarely on the paper.

Any request or command elicited an insolent glare or a loud interruptive denial of all charges. When I asked the students to use only blue or black ink, he flourished green or purple ink pens. And he *never* had a pencil.

I tried all the usual methods. Many times. In desperation, I finally called his mother.

"I don't know what to do with him," she sighed. "All three of my children are difficult, but Jerry's the worst. Anything you can do will be fine with me. I'm sorry." A dead end.

I became determined to solve the problem myself. Night after night I lay in bed trying to decipher it. Insight finally arrived: I had allowed myself to be drawn into an extremely unpleasant battle. And I had lapsed into sarcasm.

"An unblemished record," I recalled saying to Jerry one day. "No homework for three months. Congratulations!" Even though I was being pushed to the limit, my tactics were inexcusable.

Isabel R. Marvin

I thought the whole mess through and decided on a course of action—peaceful coexistence.

Jerry was also one of my study hall students, and the next day I used the time to study him. He was tall, fat, ugly, had squinty (mean) eyes, and usually managed to sleep through study hall. As soon as the room was quiet, I called him to my desk. Twice.

"Jerry," I began, "you don't like me."

He shook his head in a feeble protest.

"No, no," I insisted. "It's all right. I don't like you either. But it doesn't matter whether we like each other or not. It *does* matter that the whole class is upset."

Then I offered a suggestion: "Let's you and me agree to be polite to each other—extremely polite. We don't have to like each other at all. We both know that's impossible. So instead, let's try to overdo politeness. Are you willing?"

A slight tip of his head—was it in assent?—was my only clue to his reaction.

When class began the next day, I greeted various students—including Jerry. "Looks like snow, doesn't it?" He didn't answer. But when I collected the homework, I was flabbergasted to see that he had at least attempted it.

The next day he accidentally brushed his pencil off his desk. (He had a pencil!) I quickly picked it up. When he said "Thank you," nearby students gave us curious stares.

He and I went out of our way to be pleasant and polite all that week, somewhat in the manner of Alphonse and Gaston. Reactions from the students, although not vocal, were easy to read. Tension left the class like air escaping from a balloon. Occasionally Jerry and I exchanged amused glances as students turned to stare at us.

Other strange transformations followed—the strangest of them in *me.* I noticed that Jerry wasn't really fat—a little heavy, maybe, but tall and well-built. And his eyes, well, they weren't really squinty. His smile was quite nice.

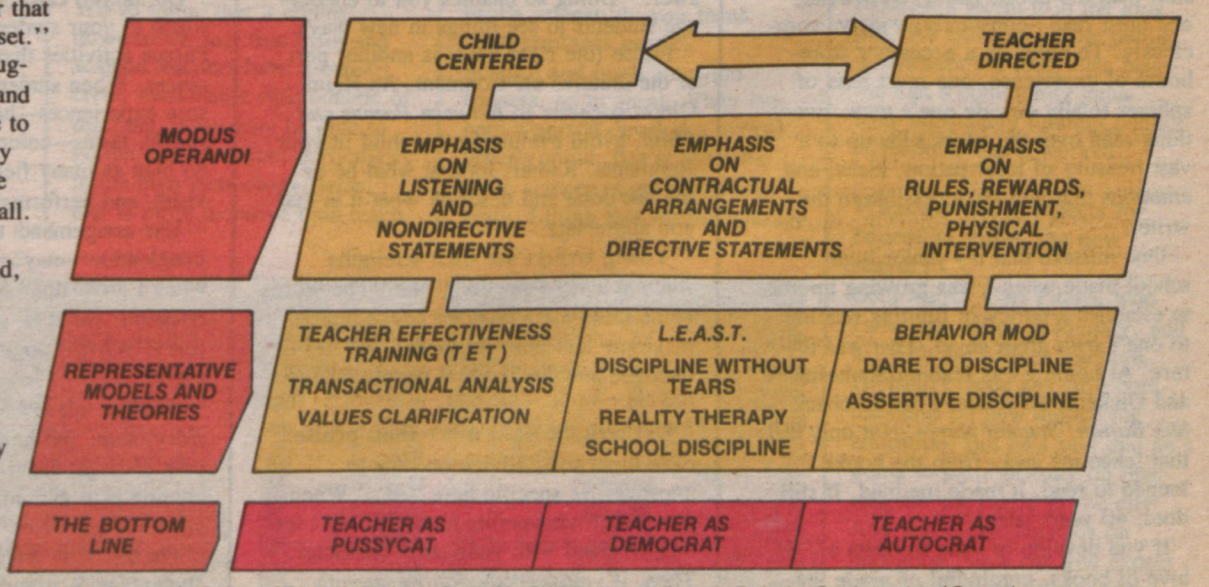
Within two weeks, I had forgotten we ever had a problem.

The year after Jerry graduated, I glanced at the door one afternoon during class and saw a Marine beckoning to me. The class was reading, so I tiptoed out into the hall. And there—in splendid regalia—stood Jerry!

He smiled and said, "I was home on leave and thought I'd come say hello. I never forgot all the fun we had in American lit." He shook hands vigorously and left.

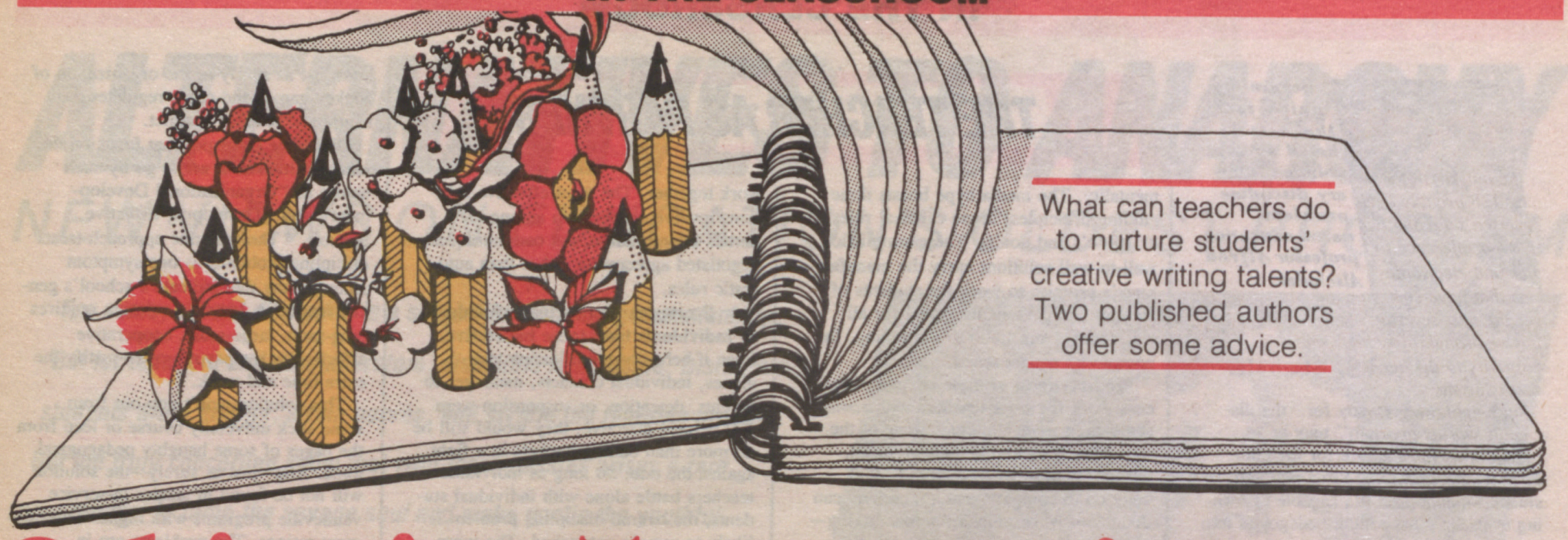
Association member Isabel R. Marvin teaches English at Farmington (Minn.) Middle School.

THE DISCIPLINE CONTINUUM



Adapted from Practical Applications of Research: Discipline. *Sept. 1981. Phi Delta Kappa's Center on Evaluation, Development, and Research.*

IN THE CLASSROOM



What can teachers do to nurture students' creative writing talents? Two published authors offer some advice.

Cultivating Tomorrow's Writers

'Stimulate, don't stifle...'

By Ardath Mayhar

When you are told by a teacher, as I once was, that fantasy is nonsense, you may not believe it, but you begin to think there's something inherently wrong with fantasy. This kind of put-down can erode the confidence of youngsters who believe, as I did, that teachers represent just about the ultimate authority figures.

Luckily for me, that teacher's judgment didn't stick. Today I make my living as a writer of fantasy and science fiction. But I can still feel the hurt that red word scrawled across the top of my paper dealt to my spirit.

So let me offer this caveat to any teacher attempting to build confidence in young writers: Don't *ever* stifle the highly original expressions of your students' minds, no matter how incomprehensible they may be to you.

Welcome your students' originality. Encourage their creativity. These traits, perhaps barely recognizable at first, warrant your care and nurture. How can you provide it? By building confidence in your students' way of looking at the world, for starters.

You can direct your students to the appropriate resources that will stimulate their vision. And what better place to start than the public library? To write, one must read—constantly, widely, voraciously. To build up a necessary storehouse of experience, one must read of spheres totally outside one's own. Everything read over the years adds up to a vast treasury of information, ideas, and emotions that will be accessible to the writer.

One mistake that my junior high school made when I was growing up was to establish a policy of limiting reading to one's own grade level. That was torture. At home I was reading Shakespeare and Dickens. At school I had to check out *Sue Barton, Student Nurse*. Not only did that fence me away from the books I longed to read, it made me mad. It still does, 40 years later.

If you develop in your students a love of books, unmindful of grade levels, you'll have laid a good groundwork for later writing abilities. By reading fluent prose, students get a sense of the way words can be assembled for best effect. Reading poetry encourages unusual and graphic phrasing that will stand anyone who writes in good stead.

Be careful about the type of writing assignments you make. Choose topics children care about, are interested in, and talk about among themselves.

I saw one sure-fire turn-off unwittingly executed by my son's fifth-grade teacher. She assigned his class the task of writing a sonnet. Like the majority of his classmates, my son has no ear for writing poetry, despite his mother's literary inclinations. I couldn't write the thing for him, but I did draw him a chart with the beats clearly marked and the rhyming lines indicated.

He produced a humorous piece about teachers who assign non-poets to write sonnets. But what happened to those whose parents didn't understand poetry at all?

If the teacher had simply asked the class to memorize a sonnet, that would have been great. A storehouse of memorized verse is something you can treasure all your life. As it was, she very carefully taught almost an entire fifth grade class to *hate* sonnets. Which was not, I

All has not been negative, however, in my experience of writing instruction. In junior high school I had a teacher, a friend of my mother's, who took great interest in my poetry. She showed me how to keep all my work in a good stout notebook, numbered and dated. I still have the notebooks that filled up after that, and the work they contain constitutes a pretty detailed autobiography, I find.

So look for ways to stimulate, not stifle your students' expression. Probably the biggest boost you can give would-be writers is to set their imaginations afire, instill a love of language, and provide a thorough grounding in grammar and punctuation.

Then stand back—and let their unique inner vision find its way onto paper.

Ardath Mayhar is a science fiction writer who lives in Chireno, Texas.

'Let creativity bloom'

by Gail Radley

Any student in your classroom may be a budding literary talent just waiting for the right moment to blossom. But without the proper cultivation, that right moment will never come.

Creativity blooms most freely in an atmosphere of acceptance. Set up situations in which there is no "right answer." Doing so enables you to encourage students to see things in new ways.

Praise (the right kind) is another part of the creative environment. As Haim Ginott suggests in *Between Parent and Child*, avoid evaluating the child in your comments. Rather, look at what he or she has done and describe what it is that you appreciate.

Young writers see their strengths when you say something like "The words you chose to describe the ocean really make me feel that I'm there," or "This dialogue sounds like real people talking."

But writers want more than praise. Give them solid advice on how to improve. Be specific here, too: "When you switch viewpoints in this story, I feel less involved with your main character." Then, if you need to, follow up with some suggestions on how to make the passage better.

Remember, also, that a writer can't get by on just "a way with words" and a vivid imagination. He or she must have a broad base of experience on which to draw—and a particular piece may require special experience or research.

Do all you can, then, to bring the world to your students—and vice versa. Pursue activities that will stimulate their senses. When students consider their sensory experiences—how an object feels, smells, tastes—colorful descriptions result. So plan as many field trips, classroom visits, and performances as you can.

Use assignments that tickle the imagination—maybe "What I'll be like when I grow up." Stories that answer the question "what if" are always provocative ("What if dogs took over the world...?").

Another approach is to read half a story, stop, and have students write their own endings. Read the works aloud, discussing pros and cons of the various conclusions.

On the other hand, don't *always* prime students with stimuli before they write. Get them in the practice, too, of just writing down whatever is in their heads. Keeping a journal, for example, can be a great exercise for young writers.

A student's journal might be only a paragraph a day, but it shouldn't be a mere chronicle of events. Ask your writers to concentrate on feelings. (If older students don't want you to read their entries, respect this. Simply check to see that the work is done.)

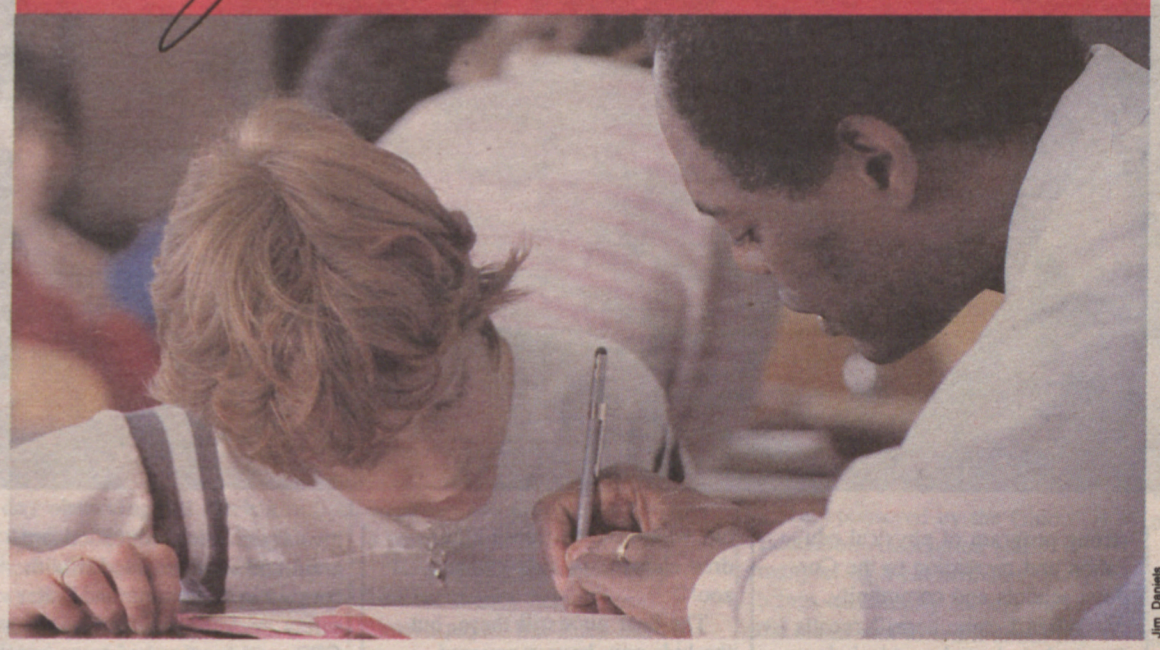
Your work isn't over when your young talents begin to bloom. Writing is a lonely enterprise, so make sure your students get "strokes" for a job well done. School writing contests and school or class literary magazines are good "bulletin boards" for successful writing.

Whether tomorrow's Hemingways and Ferbers make themselves known to you or not, they *are* passing through your classroom. And they're being changed and shaped in the process.

It's not so important that you know who they are—they themselves often don't know. The important thing is that there's an accepting environment where their creative talents can grow. *Every* student, future writer or not, will bloom a little more brightly for having passed through such a classroom.

Gail Radley is a freelance writer in Clarksville, Virginia.

Meet: James M Watson


Jim Daniels

Science Teacher, Image Builder

On the outskirts of Boston, Route 128 proudly declares itself "America's Technology Highway"—a reference to the computer and electronics-related firms that have encircled the city over the past several years. They've brought new hope and prosperity to the heart of Massachusetts.

But neighboring Brockton remains worlds apart. With the decline of its once renowned shoe manufacturing industry, the city's economic base has been on the skids.

One Brockton resident who believes the two worlds can be bridged is East Junior High School life science teacher James Watson. For his economically disadvantaged students, he believes that education is the tool with which they can forge a way out of their blue-collar surroundings. So he teaches them to like learning—and sometimes that begins with learning to like themselves. NEA Today *staff writer Vicky Lytle visited Watson and spoke with him about his approach to his work.*

Have the financial rewards of private industry ever tempted you to leave teaching?
I recognize that by staying in teaching I'm 27 percent behind what I'd be making in private industry. But I'm still convinced that teaching is the greatest profession to be in.

What made you decide on a teaching career?
I came from a family that stressed education. My father was an MIT graduate who worked on the computers that were used in the lunar landing modules. My mother was the first Black teacher in Brockton. They decided to plant in our heads from example the fact that education was the only way to achieve success.

So do you preach the importance of education to your students?
My first statement to those kids when I start the year is that you are somebody—that you are important. Their image of themselves is low because of the disadvantaged environment they live in. I really work on helping them change their self-image. I tell them that they can make something of themselves if they'll buckle down and get a good education.

How do you go about improving their self-image?
The first assignment I give them is to go to the mirror and tell themselves that they're winners and that they can make it in school. I don't do anything else the first few weeks of class—I don't even open up a science book. I just keep stressing to them that they're winners and they can succeed.

If you were to walk up to one of my students and say "There is nothing more important than..." they'd finish it off and say "my education."

When you were in school yourself, was there a teacher who made a difference in your life?
One who really stands out was my sixth grade teacher, Miss O'Brien, who spent day after day working with me and another boy. She was white and the two of us were Black, but I looked at her as though she was a second mother. Just the look in her eye and the smile on her face conveyed such concern about our success. She really encouraged me to believe that I could accomplish something.

How do you turn your students on to science, a subject that some kids find boring?
I think often students get turned on by a teacher, *not* the subject itself. Teachers can help kids realize that education is fun. If I can make it fun and become something of a role model for them, I can make them want to learn science to please me. And I would use the same approach whether I was teaching health, or reading, or English.

First, I try to get them to understand that they're no different than I was when I was their age. So I'll use jokes and stories to show that I understand where they're coming from. I also try to bring in newspaper clippings that relate to what we're studying so they'll see the real life significance of what they're learning.

I really believe you have to vary your techniques to reach each child, because each child learns things differently. So I may explain things five ways to reach the entire class.

In 1981, 42 states reported not having enough secondary science teachers. What do you think has caused this shortage?
I've been working on a Massachusetts Teachers Association task force to study the math/science teacher shortage. We've found that it comes down to the fact that math and science teachers have a concrete, marketable skill outside of teaching. They may be able to go out and get a job, particularly in the high technology fields, that is more lucrative than teaching. So math and science teachers are very aware of the dollar sign.

Has the task force issued any recommendations yet?
We agreed on the need for higher salaries, close to what industry is going to pay. Now this might require that teachers work a longer school year, in order to justify a salary of, say, $30,000. We're also investigating the possibility of offering tuition-free instruction to college seniors preparing to teach science.

Do you think math and science teachers ought to be paid more than other faculty?
No. It might be necessary on a short-term basis, but on a long-term basis you're asking for trouble.

A number of national studies have called for an increase in the amount of science high school students must take. How much science do you think most students need?
Science and math are mind trainers, so to speak. They can help a person develop a logical, orderly mind. But at the same time, science is not for everybody. I think that for the average student three years each of science and math are adequate. For the student who wants to pursue science beyond high school, I'd suggest four years of both science and math.

What are the skills kids learn in science that prepare them for employment in high technology industries?
They learn about order, precision, organization, and following directions. There's no other subject that stresses these items in the same way. They need to get them in school, because when they step into a high tech firm, no one has the time to teach them to be orderly and precise, or to follow directions.

You also coach the boys' basketball team. How do you try to make that a worthwhile experience for the team members?
First, I believe that every boy should get to play. This age is the first time the kids get to play as a team, and I let them each get a chance to participate.

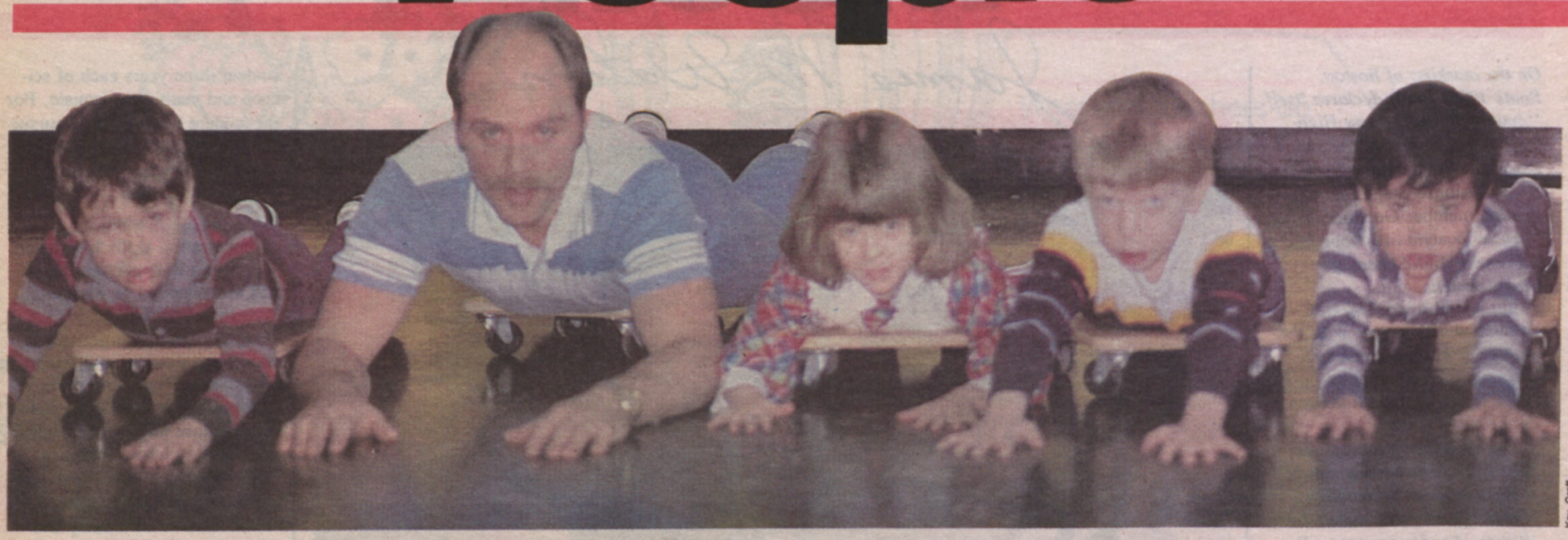
Are there certain skills that playing basketball teaches?
It teaches cooperation, organization, order—the same sorts of items the kids are learning in the classroom.

I understand that the Brockton Teachers Association was recently instrumental in defeating Paul Studenski, an anti-education mayor. What role did education play in the election?
You have to understand that in a low-income community such as this, many parents don't feel that money for education is a high priority. Studenski reflected those views. What the Brockton teachers did was to explain that while it takes money to get the kind of equipment that's needed and to keep experienced teachers in the classroom, it's worth it in the long run. We encouraged the public to consider the long-term benefits that a community gains from adequately funding public education. And it worked.

What are the prospects for education under the new mayor?
Both Mayor Carl Pitaro, who came into office in January, and his wife are former teachers. He hasn't made any firm commitments on new money for education. But he's said that he's going to put a priority on planning for the future of the city. And that future depends on education. How can you expect to bring industry into a city if the school system is inadequate?

Jim Daniels

People



Kay Groft

In Cordova, Alaska, southeast of Anchorage, elementary physical education teacher **Jerry Bendzak** is promoting his next dream—a $4 million civic center.

That's a tall order for a small fishing village, but just another step in Bendzak's more than 10-year campaign to bring a strong program of physical education and recreation to the Cordova schools and community.

"When I came here," recalls Bendzak (selected as Alaska's 1983-84 Teacher of the Year), "there were no facilities—no organized physical education at all for the children. All we had was what we called the bear pit, where we cut loose a hundred elementary kids—what a zoo!"

The bear pit's still there, but the kids now have a covered playground area, which Bendzak helped promote and design. Since he began teaching at Mt. Eccles Elementary, Bendzak has set up a basic elementary physical education program and supplemented it with courses in swimming and water safety, bicycling, wrestling, CPR, and hunting safety—a must for this community whose residents rely on hunting for their basic food supply.

Jerry Bendzak believes physical education is for everyone—not just for the best athletes, not even just for the young. He recently organized a daily jog especially for adults. More than 60 residents now join Bendzak at 6:30 each morning for his jog through the village—an appropriate start to the day for the man one colleague calls "the Pied Piper of PE."

Joe Di Dio

"Welcome to Shaw Junior High School," says **Percy Ellis**, the principal, as he greets a new student.

Ellis chats for a few minutes, walks away, then calls back to the startled boy, "Do you see that paper on the floor? Get it up and put it in the trash can!"

"We have to get him started on the right track," Ellis explains.

The new student will learn. Practically everyone in this Washington, D.C., inner-city school emulates the principal's habit of picking up the smallest speck of trash. The building is spotless.

Ellis is somewhat of a contradiction to the 1,200 students at Shaw. He's known as a no-nonsense, strict disciplinarian. On the other hand, he could easily be called Shaw's answer to TV personality Richard Dawson: he frequently gives his students handshakes, hugs, and kisses.

Proud to be an Association member in a city where the majority of teachers belong to an AFT local, Ellis is a Washington native and former teacher, counselor, and assistant principal who says he understands the city's public school problems "up and down the line."

"Parents want to know that a school has a good instructional program," Ellis believes. "They want discipline. They want a building that's clean and secure, and they want a professional staff. We give them what they want."

Pete Silva

Barbara McClure, backed by NEA and the Texas State Teachers Association, has won an eight-year struggle against sex discrimination—and been awarded over $73,000 in back pay.

It all began when the state legislature assigned grades to noninstructional jobs back in 1974. McClure, who was listed in the Mexia school district's personnel directory as "business manager," expected to be classified as such. Instead, she was ranked a "clerical aide III," at a lower grade.

Her quest for equity led her from the superintendent to the school board to the state education agency to the Equal Employment Opportunity Commission. Meanwhile, in 1979 the district "reorganized," replacing McClure's job (and McClure herself) with a male "assistant superintendent for business affairs," suitably paid.

Now a ruling by the federal district court in Waco has ordered that McClure be reinstated in her old job with the appropriate administrative title and salary—and the back pay she is due.

"I hope this may give someone else the courage to stand up for their rights," McClure says.

Bill Feig

"Let's give teachers credit," says Louisiana's new state superintendent of education, **Tom Clausen**, who takes office in mid-March. He was elected in November, winning 54 percent of the vote.

Clausen, an Association member, teaches special education at Westdale Elementary School in Baton Rouge. The first educator in over 15 years to hold Louisiana's highest education office, he says he'll be an effective leader because he knows educators' problems.

Clausen pledges to put into practice some practical solutions to those problems—rather than push for political reforms that may be popular for a time.

"Every major daily newspaper in this state endorsed my opponent," he reports. "The Louisiana Federation of Teachers endorsed my opponent. The Louisiana Association of Business and Industry endorsed the other candidate. And I still won by 130,000 votes. This has got to be a victory for educators."

One of Clausen's students cried when he heard the election results.

"He didn't want me to win because I'd have to leave the classroom," Clausen says. "I told him I'd come visit him."

When the New York Yankees plucked Brian Dayett from the minor leagues, his lifelong dream came true. Yet, without the efforts of the Connecticut high school teacher who for 14 years believed in Dayett and his talents as a ballplayer, he might never have realized his full potential.

Fred Sutherland *(inset)*, a physical education teacher at Valley Regional High School in Deep River, saw in Dayett a love for the game and encouraged him to pursue it.

Sutherland's tutelage began to pay off by Dayett's senior year, when he emerged as the the team's star player, and continued during Dayett's four years of college in Florida. Back home between semesters, Dayett worked to perfect his batting style under the watchful eye of his former coach.

Last September, Dayett finally got the call to join the Yankees for the rest of the season. A right-handed hitter, Dayett plays the outfield, though he hopes to be moved to third base—the position he played while in high school.

To Sutherland, the young Connecticut Yankee's arrival in the majors was the fitting climax of their joint effort. "I saw something in him and asked him to work hard," Sutherland explains. "He did. Now his dream has finally come true—and I couldn't be happier."

New York Yankees

The winningest football coach in the nation's history—and that's counting Tom Landry, Bear Bryant, Woody Hayes, even Amos Alonzo Stagg—is Association member **Gordon Wood,** head coach at Brownwood (Texas) High School.

Wood's been coaching since 1938. At the end of the 1983 season, he had 391 victories and nine state championships to his credit.

Doug Milner

On sports and academics, Wood says, "There's no conflict. The players have to keep their grades up, and I've never asked a teacher to change a grade.

"Over the years I've had 40 boys drop football to improve their grades. I followed up and found only two of them improved. Their problem isn't football, it's organizing their time."

Jeff Hall

A day observing Jill Fitch's Bloomdale (Ohio) Elementary School kindergarten classroom is worth $1,000—at least to business executive Norman Rood.

Rood spent a day last fall watching Fitch go through her paces as part of the Ohio Education Association's "Back-to-School" program. He was so impressed that he returned a week later to present Fitch with a personal check for $1,000.

He told her she could keep half the money herself, as "merit pay." But Fitch has chosen to spend it all on her students and coworkers. Much of the money has already gone to provide a reading readiness program for the kindergartners.

The "Back-to-School" program, sponsored by the Ohio Education Association and many of its local affiliates, brings community leaders into the classroom to learn about the realities of teaching in the '80's.

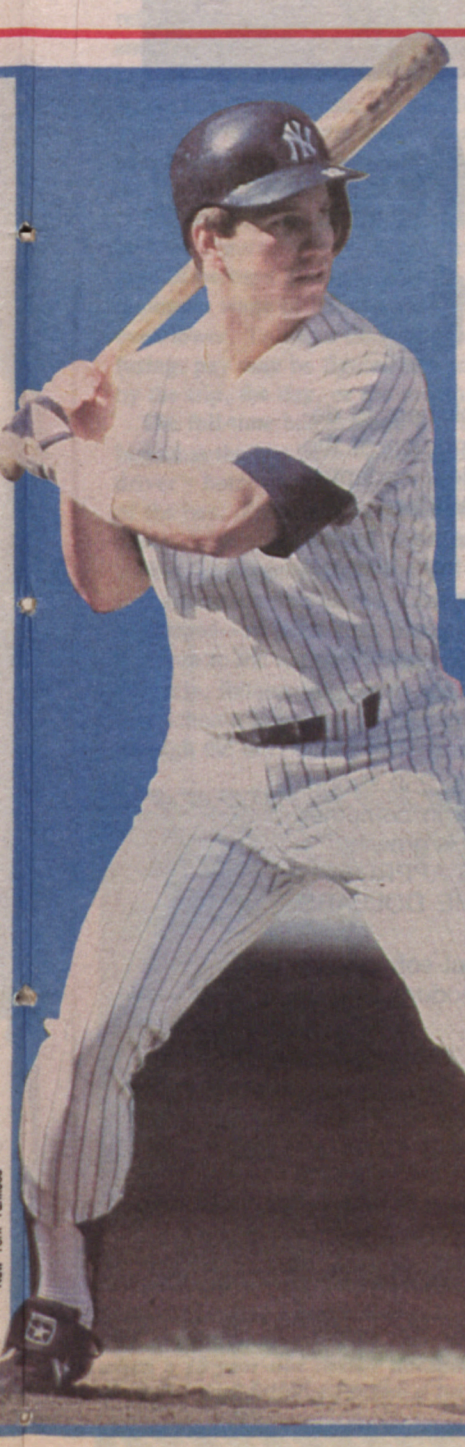
In Rood's opinion, "Jill Fitch does more during her classroom day than most businessmen do in any 10-hour day."

"I've been singing gospel music for about 35 years," recalls Normandy, Mo., fourth grade teacher **Sylvia Wright**. "I remember when my parents used to put me up on a table at the church so I could sing for the congregation."

Wright's powerful contralto voice provided a part of the soundtrack for the recent NBC-TV mini-series "Kennedy," commemorating the 20th anniversary of JFK's assassination. The segment on the civil rights movement featured Wright singing "What the World Needs Now Is Love," "It Is Well with My Soul," "Oh, How Precious," and "Silent Night."

A native of St. Louis and a 10-year veteran in the Normandy school district, Wright sings in her church choir and is well-known throughout the St. Louis area. Her students at McKinley Elementary are excited about having a "celebrity" as a teacher. "They're constantly asking me to sing for them," Wright says.

Scott Dine



Gregg Kohl

Two things set Atlantic City, N.J., teacher **Esther Freed's** imagination afire—travel and teaching.

This globe-trotting Chapter I teacher combines the two to provide her inner-city students at Indiana Avenue School with a global awareness that's something special. Last year, for instance, Freed journeyed to Peru. Using native objects, photos, and other souvenirs she brought back, she stimulated her students' curiosity.

Photos showing sparsely clad jungle inhabitants brought giggles at first—but then led to a look at the world map and research into Peru's climate. By trying on woven hats, feathered hatbands, and handwoven belts, students also learned about the natives' weaving skills and use of color.

Freed, a 50-year classroom veteran, has been traveling to distant sites around the world during Christmas holidays and summers for the past 16 years, since her children grew up and she and her husband Herbert, now a retired teacher, got the travel bug.

Freed will have to retire this month when she reaches her 71st birthday. She hopes to devote time to writing a manual on her approach to mastery learning.

Mike Lydick

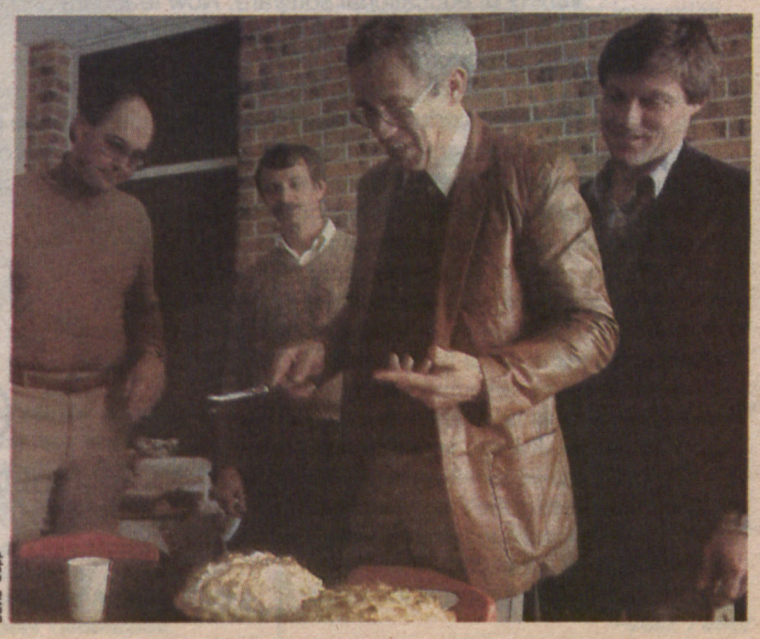
You wouldn't expect an offer of *pie in the sky* to motivate teachers to join the Association. But when the pastry chef is **Ron Warren**, president of the Poudre Education Association in Fort Collins, Colo. (elevation 5,000 feet above sea level), it does. They join.

To move PEA membership from its usual 88-89 percent level to at least 95 percent, Warren promised to bake and bring to every 100-percent school enough pies for every member to have a piece.

Above, while meringue-loving members wait their turn, Warren cuts into a coconut creme—one of 10 pies he delivered to Rocky Mountain High School, first building to achieve 100 percent membership.

The combination of pie in the sky and a down-to-earth contract negotiated last fall (which provides for an 8.2 percent salary increase, among other things) seems to have made everyone in the Poudre Valley feel delicious. Early in February, PEA membership broke through the 95 percent barrier.

If you want the Warren family recipes for a pie crust that always works and a meringue that's five inches high (at 5,000 feet, anyway), send a self-addressed stamped envelope to The Pieman, Poudre Education Association, 333 W. Drake, Suite 11, Fort Collins, CO 80526.



David Cupp

Commodore Computers and Software The Best Education Aid Yet.

From its beginning, Commodore has had a commitment to help educators and parents get the most for their computer dollars.

The **Commodore PET** system has, and continues to be, the core product for computer education in many school districts. The Commodore SuperPET with 5 high-level languages, is also in widespread use in schools and colleges.

Our new **Commodore 64™** is the computer for both school and home. For example, the C-64 gives you a powerful 64K memory. That's as much memory as either the Apple® IIe or the IBM® Personal Computer. **But at far less than half the cost.** You also get a 9 scale music synthesizer, high resolution color graphics, and a wide variety of educational software. Now teachers and parents can work together to provide quality education for students.

Carnegie-Mellon Univ. may be first to make computers mandatory.
DATA PROCESSING
Computers reshape work habits at college

For Home and School—We've just released numerous educational software programs into the public domain. These programs, written by educators, include courses in Business, Computer Science, English, French, Geography, History, Mathematics. The list goes on and on.

We're also working with major educational publishers to develop new software. For example, a significant portion of the well-regarded **MECC** courseware has been completely adapted for the Commodore 64. The **Edufun™** series from **Milliken** will be available for home and school use in the near future, and over thirty early learning programs from Midwest Software will help children master the basics.

In addition, we've developed a complete set of software tools to make our educational computers even more useful. Take Logo and PILOT, for example. These popular languages have been completely adapted for the Commodore 64.

Our **Educational Resource Centers,** 250 strong, continue to provide teacher support in computer use in the classroom, and the number is growing!

COMMODORE'S COMMITMENT & APPROACH BECOMES STRONGER AS THE DOLLARS GET TIGHTER.

GROW WITH US. For further information about software or the Education Resource Centers, contact Commodore or your nearest Commodore Education Dealer.

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IN THE DRIVER'S SEAT

Joe Schuyler

Joe Schuyler

TO SCHOOL AND BACK

The men and women who drive America's 400,000 school buses deliver 21 million American students in good condition—to teachers in the morning, to parents in the afternoon.

Twice every school day, well over half the nation's public school students board school buses.

The morning ride is especially important. As Ed Fitzpatrick, a bus driver in Toms River, N.J., points out, "We may have the kids on the bus for half an hour. If we can turn them over to their teacher in a good frame of mind—well-behaved, happy, not upset—they're going to start the learning process better."

Fitzpatrick, a New Jersey Education Association activist, has been hauling his precious cargo for 15 years. How do he and his thousands of unsung colleagues around the country see their work?

For one thing, school bus drivers may work four hours a day, or seven, or nine. No matter—it's often considered a part-time job. Many of the drivers are retirees; more than a fourth are women.

Bus drivers may still be in high school themselves in at least 12 states—including North Carolina, where 70 percent of the drivers are high school students. In Wyoming, school bus drivers can be as young as 15.

Some districts hire drivers who have plenty of experience. They check their references, give them a physical exam, and provide special training in first aid and other emergency procedures.

But in other districts, it's possible to walk in from the street with an automobile driver's license and walk out with the keys to Bus #27.

It's not surprising, then, that pay can be low. Figured hourly, it runs from a high of perhaps $9 right down to the minimum wage of $3.35—and perhaps even lower. To make things more confusing, pay may be figured not hourly but by the trip, the day, or the month.

The full-time bus driver's day usually begins at the bus barn—sometimes at the driver's home—with a rapid examination of the bus, often called a five-minute check. Lights, directional signals, tires, brakes, emergency exits, and the mechanical arm that stretches out when the bus is stopped—all get the once-over.

A run to the high school may be the first trip, followed by one to an elementary school. Some drivers go right on through the day, taking students from a high school to a vocational center and back, for example. Other drivers take the morning kindergarten pupils home at midday and return with the afternoon shift. Not long after that, elementary students go home, then high school students. By five o'clock it's all over—unless there's an "away" game that evening requiring yet one more trip.

School bus rides are usually noisy, sociable—and safe. But sometimes the unexpected happens, too fast, and a bus driver finds the nightmare coming true: a bus is wrecked, and youngsters are injured or killed.

When this occurs, the nation is horrified. We ask, "Are school buses safe?"

But try asking the same question about passenger cars. There's six times as much chance of being killed in an auto accident as in a school bus crash, and since 1976 the accident rate for buses has been cut in half while the rate for cars has remained about the same.

Would their safety record be even better if all school buses had seatbelts? A fierce controversy rages over this issue. Most drivers question how many lives seatbelts would save, since each year up to seven times as many kids are killed by being struck by a school bus—or by another vehicle while they go to or from the bus—as die while riding in one.

"A school bus driver who hits a child usually stops driving for good," says Harry Heinze of Selah, Wash., who has driven 10 years with no injury accidents.

The problem to solve, drivers argue, is children running in front of the bus below the driver's line of vision. North Carolina is now trying rods that swing out when the bus stops, so that students crossing in front of the bus have to walk out where the driver can see them.

But school bus safety isn't just a matter of the driver's caution and the bus's construction. It also depends on discipline.

Piercing yells, masquerading as conversation, are the notorious plague of bus drivers. "The kids are noisier at the end of the week," asserts Becky Howell-Lee of Jasper, Ala. "After 10 years of driving, I'm getting a bit deaf."

Another typical problem with safety implications is students' inclination to roam around the bus while it's moving.

Many districts have regular procedures whereby bus drivers notify the school principal of misbehavior. Students who persist in being too rowdy may be forbidden to ride for a certain period.

"Safety has to come not just from the bus drivers, but from home, from the parents—and from the teachers," maintains

Joe Schuyler

Becky Howell-Lee. Other drivers agree: teachers give invaluable help through classroom instruction in safe riding habits.

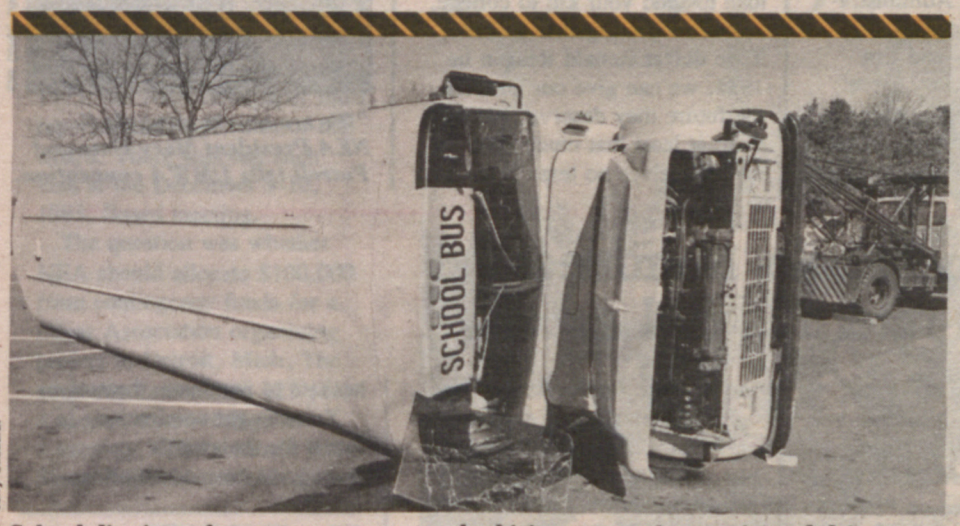
"There's no substitute for instruction from their teacher," says Judy Brubaker, an Elgin, Ill., driver who sits on the board of the Illinois Education Association. "They take time and work it all out, just like any other subject, so the children really learn what bus safety is."

Teachers and drivers working together on an instructional plan: one more example of how school support staff and teachers can make each others' jobs easier.

Drivers and teachers are helping each other gain better pay and working conditions, too. More and more drivers—like Sam Robinson *(top left)* and Patricia Trotta *(above)*—are joining NEA affiliates like New York's Bethlehem Central United Employees Association.

On the job and at the bargaining table, teamwork is getting more done.

—Jane Power



Jerry Sudderth

School districts often try to save money by hiring young, inexperienced drivers. The result: accidents like this one in Duncan, S.C. Eight students were injured when a 16-year-old driver decided to take his passengers on a side trip to see his church—and failed to make a turn.

Alabama EA

Becky Howell-Lee started driving a school bus 10 years ago to make sure her three children had a safe ride to school. Now she's president of Alabama's Walker County Education Support Personnel Organization (ESPO), vice-president of Alabama ESPO, and a member of NEA's Educational Support Committee.

Your NEA

REACHING OUT

Satellite Brings NEA TV Show to 11 States

Despite inclement weather and other obstructions, NEA successfully launched its first satellite telecast in early December. Eleven state affiliates are now receiving a regular TV show, the "NEA Chronicle," Mondays at 2 p.m. EST.

The new satellite TV network, called EdNet, is the nation's first to be operated by an education or labor organization.

The state affiliates selected to pilot this ambitious project are California, Florida, Idaho, Indiana, Kansas, Minnesota, New Jersey, Pennsylvania, Texas, Washington, and West Virginia.

The programs consist of news, information, and motivational segments, both live and pretaped, assembled in NEA's TV production center.

The 11 pilot states have over 600,000 Association members—more than one-third the national total. EdNet's potential for reaching a large grassroots audience hasn't escaped the observation of public officials.

For example, U.S. Secretary of Education Terrel Bell had never before visited NEA Center in Washington—but promptly accepted an invitation from President Mary Hatwood Futrell to come and participate in the first show. Futrell interviewed Bell on his aspirations for the national forum on excellence in education that was coming up in Indianapolis the following week.

Sen. Ernest Hollings (D-S.C.) was another guest on the first telecast. He praised NEA's lobby-by-mail campaign that helped block the Reagan Administration's efforts to pass tuition tax credit legislation in the Senate.

The initial telecast was not without glitches. A laser beam transmits the television signal from NEA Center to a building several blocks away for relay to a communications satellite 22,300 miles up, which then bounces it back down to receiving dishes around the country. An unforeseen construction crane along the downtown Washington route came within a few feet of blocking the signal.

In icy Minnesota, concrete forms for mounting the satellite receiving dish had not yet set by the time of the first show. A resourceful technician stood on the roof of Minnesota Education Association headquarters in the snow, however, and held the dish in place.

How are the states using EdNet? During live segments, affiliates are able to phone in to ask questions or contribute to discussions. The affiliates record the shows on videotape for later use of various portions at Association meetings or training sessions, or with specific groups such as congressional contact teams or UniServ staff.

Several of the state Associations have established pilot projects with their locals. The Texas State Teachers Association has arranged to distribute the taped program to cable companies throughout the state for broadcast directly into members' homes.

For further information, write to the Telecommunications Center at NEA Center.

—Marian Clayton

'Work With Us, Vote With Us,' NEA President Tells Miners

NEA President Mary Hatwood Futrell was invited to address the 47th convention of the United Mine Workers of America this winter in Pittsburgh. Here are excerpts from her remarks.

"I suppose it might seem to you that the members of your union and the members of my union work in two very different worlds. Your world is the mine; our world is the classroom. Your world is coal; our world is children.

But I don't think those differences amount to very much. What really counts is what unites us.

The United Mine Workers of America and the National Education Association together speak for two million working men and women who share some very basic dreams.

But let's be blunt. We also share enemies.

The same mineowners who cut the corners on safety don't want to pay their fair share of property taxes to support public schools. The very same legislators who vote to slash workers' compensation benefits vote to cut state budgets for schools.

We are entering the fourth year of the Reagan Administration. I don't want to live through four more—and I'm proud to know that you agree!

Reaganomics is why your child's fourth grade teacher lost that classroom aide who used to help kids learn the basics. Reaganomics is why your high school still teaches vocational education courses on equipment that was obsolete 10 years ago.

Reaganomics is why the cost of your child's school lunch has almost doubled. . . and why you're going to be out of luck when you try to get a student loan to send your kid to college.

If we work together in 1984, if we defeat Ronald Reagan in 1984, we can give our children the future they deserve. We owe them at least that much. We owe ourselves no less."

Earl Dotter, UMW Journal

"We are one in struggle," NEA President Mary Hatwood Futrell tells UMWA convention.

Candidates, Don't Miss Advance Filing Deadline

An NEA secretary-treasurer and two members of the Executive Committee will be nominated and elected by the 1984 NEA Representative Assembly, which meets July 1-4 in Minneapolis.

If you plan to be a candidate, contact the Executive Office at NEA Center for complete information, including an official filing form. For your photo and statement to be printed in *NEA Today*, you must file by April 1.

Submission of filing forms does not constitute nomination for office.

In order to run for office, you must have been an Active or Educational Support member of NEA for the two years immediately preceding the election.

NEA Panel Seeks Nominees For Two International Awards

You still have time—until March 16—to nominate a colleague or an NEA affiliate for one of the awards that NEA's Standing Committee on Peace and International Relations presents annually during the Representative Assembly.

Any teacher, from any country, who has furthered international understanding is eligible for the Irvamae Applegate International Understanding Award. The only restriction is that, if eligible, the nominee must be an active member of NEA.

The Dorros Peace Trophy will be awarded to the NEA affiliate that's done the most in the past year to help make this world a "global community." Eligible Associations should not hesitate to nominate themselves.

You can get nomination forms for the awards from your state Association.

When Writing NEA...

Except where otherwise indicated, the address is 1201 Sixteenth St., N.W., Washington, DC 20036.

Software Producers Seek New NEA Seal of Approval

teacher certified NEA™

The "teacher certified" seal of the NEA Educational Computer Service will mark computer software that teachers and parents can buy with confidence. The seal means a program is technically and educationally sound—and easy for both children and adults to use.

One of the biggest difficulties teachers reported in NEA's recent national survey on computers in schools was the lack of good software to use with students. NEA's Educational Computer Service, established last May, has set out to solve that problem.

Drawing on member expertise from across the country, the Service is seeking out high-quality instructional software to recommend for purchase by schools—or by enthusiastic teachers, or by parents who want to help their children learn.

The Service, cosponsored by the National Foundation for the Improvement of Education and by Cordatum, Inc., of Bethesda, Md., first worked with NEA Instruction and Professional Development to establish a set of instructional, technical, and ease-of-use standards for software. Working in teams with computer professionals, 31 carefully chosen teacher consultants next began checking out commercially available software against these written standards.

The NEA Educational Computer Service is setting a high standard for the instructional software industry—a standard that's been badly needed in recent years. Before the teams began work, other assessment groups waded through about 1,500 pieces of software that the manufacturers classified as "educational." They came up with just 167 that were worthy of detailed review. Of these, the teams have approved just 114—fewer than 10 percent of the original pool.

NEA member Erica Lodish, a media specialist at Travilah Elementary in Gaithersburg, Md., is one of the Service's software reviewers.

"We need more high-quality software," she says, "and the only way to get it is through groups that are willing to review what's available—critically."

More than two dozen software manufacturers are using the NEA Service to get expert evaluations of their products. What's more, once word got out about what the teams were doing, manufacturers began bringing in programs that were still in the planning stages to ask if the Service could review these and suggest any changes that would be needed in order to earn the seal of approval.

Courseware carrying the NEA seal will be appearing in computer stores late this spring. Eventually, the NEA seal is likely to be the first thing manufacturers seek and customers look for.

But courseware isn't the only thing the Service evaluates. It also looks at programs teachers can use for record keeping, for example. And some producers of noninstructional computer programs are now adapting them for classroom use—for example, in business or composition classes—by developing teachers manuals. The Service checks these "combination products" too.

The Service has produced a 64-page catalog listing the instructional and other programs approved so far. The catalog explains where these outstanding programs are from, what they do, which computers can run them, and how you can use them in your classroom.

To subscribe to the catalog, including supplements to be mailed throughout the year, send $20 to NEA Educational Computer Service, 4720 Montgomery Lane, Bethesda, MD 20814. You can charge your subscription to your VISA or MasterCard, or open an account for your school, or get additional information by calling toll-free (800) 632-6327.

—Jane Power

TAKING A STAND

NEA Board Allocates $100,000 For Detroit Organizing Project

Under a policy set by the NEA Board of Directors in 1975, the NEA newspaper must report all roll-call votes of the Board. There was one such vote at the December 9-10, 1983, Board meeting.

The question was whether NEA should allocate $100,000 from contingency funds for a major Association organizing project in Detroit, Mich. The vote was unanimous: 121 yes, 1 absent, 1 not voting, and 1 vacancy. (The absentee was Susan A. Stitham of Alaska.)

Correction
On the September 30–October 1, 1983, Board roll-call vote #2 reported in the December 1983 *NEA Today*, Delaware Director Christopher K. Smith was shown as a 'no' vote but should have been listed as a 'yes.'

Joe Di Dio

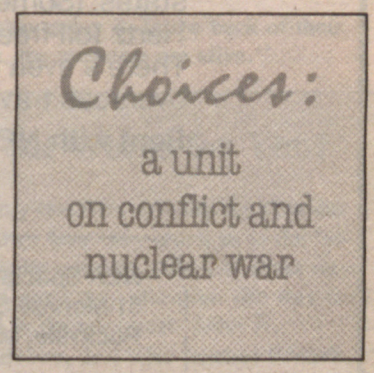
NEA's 124-member Board of Directors meets five times a year, governing the Association between annual sessions of the Representative Assembly.

LOOKING BACK

► **Would you like a full-color 22" x 28" poster version of the** "For Spacious Skies" logo above, which appeared in our October 1983 story about 'sky awareness' in Arlington, Mass.? The posters are available for $10 each, including postage and handling, from For Spacious Skies, 3 Joy St., Boston, MA 02108. You will also receive one if you send a $20 tax-deductible contribution to For Spacious Skies, an organization dedicated to fostering sky awareness.

► **Our story on apartheid in South Africa ("Improving the** Less Than Minimal," November 1983) could only suggest the hardships created by apartheid. For those who want a good resource on the subject, the Educational Fund of the Washington Office on Africa has a 35-minute audiovisual aid called *Amandla* (power). *Amandla* is available for sale in the form of a slide show ($80), a filmstrip ($50), and a videotape ($120). The slide show can also be rented for $20. For information, write the Washington Office on Africa at 110 Maryland Ave., N.E., Washington, DC 20002 or call (202) 546-7961.

► **Despite bitter criticism from President Ronald Reagan, Amer**ican Federation of Teachers President Albert Shanker, and others, *Choices: A Unit on Conflict and Nuclear War*—the teaching unit developed by the Union of Concerned Scientists with NEA support—is selling well ("Thinking the Unthinkable...Thoughtfully," *NEA Today*, March 1983). Almost 6,000 copies of *Choices* have been sold in ten months, and the guide is now in its fourth printing. Analyses of *Choices* have appeared in *The Wall Street Journal*, *The New York Times*, *The Washington Post*, and *The Christian Science Monitor*. And the pros and cons of the controversial 144-page curriculum guide were debated in a symposium on nuclear education in the November/December 1983 issue of *Social Education*. To order your copy of *Choices* (stock no. 1425-1-00-D), send $9.95 to NEA Professional Library, P.O. Box 509, West Haven, CT 06516, or call (203) 934-2669.



► **Richard (Ric) Loya, health teacher and president of the** California Association of School Health Educators, received over 50 phone calls in response to his letter in the November 1983 *NEA Today* asking that other health teachers across the country call him collect to share ideas and experiences.

"Besides those people who called, others sent me letters and packages containing teaching suggestions," Loya reports. "I found the experience very exciting." He adds that his organization will send a sample newsletter containing ideas for classroom health lessons to those who ask. Mail requests to Loya at 6020 Miles Avenue, Huntington Park, CA 90255.

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The NEA Prescription Service Program makes it easier for you to be *healthy, wealthy,* and *wise.*

Healthy because over 6,500 prescription and 7,000 non-prescription items are available through the mail. We will also supply you with drug interaction information and special drug information cards.

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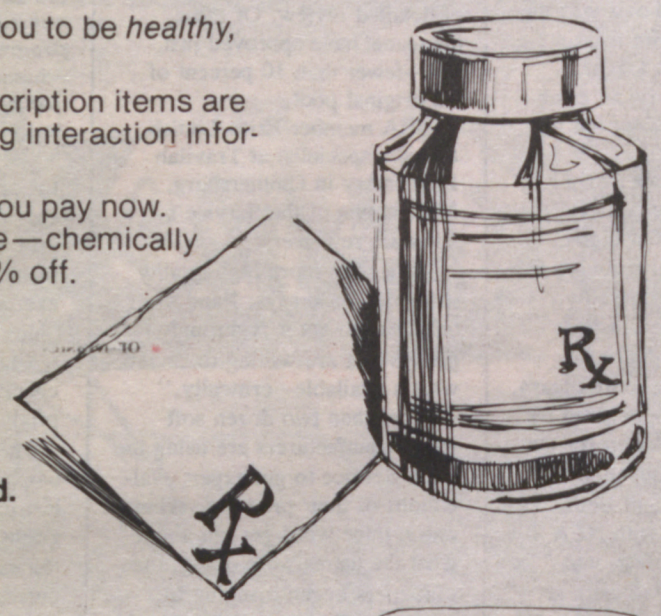
The NEA Prescription Service...just what the doctor ordered.



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To insure adequate nutrition in today's busy world, vitamin supplements may be the only choice. Your Association is making that choice more convenient and less expensive through the Unified Vitamin Program. Look at what you get:

- Low prices—save 50% and more
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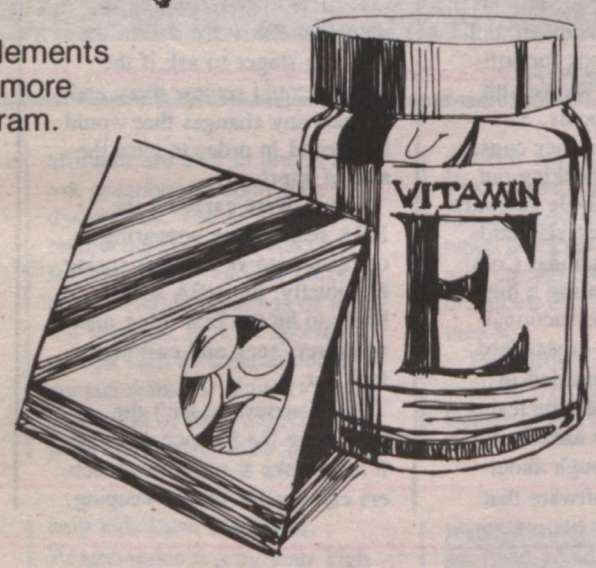
The Unified Vitamin Program. Because health is not just a matter of chance...it's a matter of choice.



HERTZ DISCOUNTS

The next time you rent a car, rent through NEA/Hertz and get more for your money. NEA members are entitled to a 20% discount off Hertz's SUM (Standard Unlimited Mileage) rates. Unlike traditional time and mileage rates, SUM is a flat rental charge providing unlimited mileage.

In addition, NEA members can also get "dollars-off" discounts on multi-day rates in all 50 states. (Some restrictions may apply. Call the Hertz toll-free reservation number for details.) There's even a special international discount for overseas travelers! So stop paying full fare.

Rent with NEA/Hertz...and drive a great bargain.

NEA Special Services Response Center
51 Monroe Street, Suite 200
Rockville, MD 20850

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RESOURCES

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PHOTOGRAPHY

Cameras in the Curriculum: A Challenge to Teacher Creativity. An NEA/Kodak Program. Vol. 1, 1982-83. Presents the six grand prize-winning teacher projects (three secondary, three kindergarten/elementary) in the first annual photography-in-the-classroom competition cosponsored by NEA and Kodak. Also summarizes more than 100 runner-up projects. For every project, suggests adaptations other teachers might make. 144 pp. $5.95. National Foundation for the Improvement of Education. Stock No. A701-00328. NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (or order via the postage-paid reply envelope following page 96 in the 1983-84 *Today's Education* annual).

SCIENCE/HOME ECONOMICS

Mixed Dozens of Sweet Potato Plants for students to start indoors at school in the spring, transfer to garden plots in summer, harvest for Thanksgiving and Christmas dinner in the fall. The mix includes three varieties of sweet potato. Prices for teachers who make their requests on school stationery: one mixed dozen, $1.56; two mixed dozens, $2.98; three mixed dozens, $3.98; all postpaid. (Alas, no shipments will be made to California because of state agricultural laws.) Rates are available for larger quantities. Make check or money order payable to Dudley Sanders (a retired teacher/coach who farms sweet potatoes), Gleason, TN 38229.

CHILDREN'S BOOKS

Children's Books, 1982: A List of Books for Preschool Through Junior High School Age. Library of Congress. A list of nearly 150 titles of children's books published in 1982, selected by librarians for literary merit, usefulness, and enjoyment. Gives synopsis, suggested grade level, and price for each. 15 pp. $2.75. Stock no. 030-001-00102-4.

Prepay by check or charge to VISA or MasterCard (send card no. and expiration date). Superintendent of Documents, Government Printing Office, Dept. 36-DD, Washington, DC 20402.

CHILD DEVELOPMENT

A Cabbage Head in a Carrot Row. Cheryl Hakes and Pat Manske. Funded by American Association of University Women, Educational Foundations Program. Packet designed to help parents teach children aged 4-8 to express their feelings in acceptable ways. Contains 24-page booklet for parents to read to children, plus parent guide and open-ended "fun exercise" to elicit verbalization of children's feelings. $1.95 plus 75¢ postage and handling prepaid. Discounts are available on quantity orders. Visions, 10755 Otto Rd., Amherst, WI 54406.

PARENT GUIDE

What Did You Learn in School Today? A Comprehensive Guide to Getting the Best Possible Education for Your Children. Bruce Baron, Christine Baron, and Bonnie MacDonald. A teacher-written guide that tells parents of K-12 students how to get the most out of the school curriculum, especially in reading, writing, and math. 282 pp. $7.95. From bookstores or, with an additional 75¢ per order and 50¢ per copy, prepaid from Warner Books, P.O. Box 690, New York, NY 10019. New York and California residents add applicable sales tax.

ORAL HISTORY

Oral History: A Guide for Teachers (and Others). Thad Sitton, George L. Mehaffy, and O. L. Davis, Jr. Commissioned for the Texas Sesquicentennial in 1986, this manual can guide social studies and English teachers anywhere who want to set up *Foxfire*-style projects in which students interview local citizens (D-Day veterans, for example) and turn their taped data into published articles. 167 pp. Paperback, $8.95. University of Texas Press, P.O. Box 7819, Austin, TX 78712.

WRITING

How To Make Poetry Comics. Dave Morice. Shows teachers at all grade levels how to use cartoons to teach poetry reading and writing. 54 pp. $4 plus $1 postage and handling. Think/Ink Book 4. Teachers & Writers Collaborative, 84 Fifth Ave., New York, NY 10011.

PERSONAL FINANCE

Where To Put Your Money. Peter Passell. A *New York Times* financial writer advises small investors on topics ranging from NOW accounts to IRAs to the so-called financial supermarkets. 75 pp. $3.95. Warner Books. From bookstores or display racks or, for an additional 75¢ per order and 50¢ per copy, prepaid from Warner Books, P.O. Box 690, New York, NY 10019. New York and California residents add applicable sales tax.

TV/Radio Tips

NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

Secrets of a Desert Sea—*PBS, Monday, March 5, 8-9 p.m. ET.* Undersea documentary explores Mexico's Sea of Cortez, which lies between Baja California and the Mexican mainland.

The Pittsburgh Symphony Orchestra—*National Public Radio, Mondays, March 5 through 26; check local listings for times.* The American Orchestras series features concerts with renowned conductors such as Andre Previn.

Calamity Jane—*CBS-TV, Tuesday, March 6, 9-11 p.m. ET.* Drama based on the letters of a colorful western heroine. Stars Jane Alexander.

Ingrid—*PBS, Wednesday, March 7, 9:10-11 p.m. ET.* Study of the life and career of actress Ingrid Bergman, winner of three academy awards.

Hindenburg: Ship of Doom—*PBS, Wednesday, March 14, 10:20-11 p.m. ET.* Dramatization of the 1937 Lakehurst, N.J., disaster that ended the era of the dirigible.

Emma and I—*CBS-TV, Tuesday, March 20, 9-11 p.m. ET.* Drama about a blind woman who learns to rely on a guide dog. Discloses surgical techniques that offer new hope to the blind.

The Tale of Beatrix Potter—*PBS Mobil Masterpiece Theatre, Sundays, March 25 and April 1, 9-10 p.m. ET.* Dramatization of the life of the well-known children's author.

Terrible Joey—*CBS-TV, Tuesday, March 27, 9-11 p.m. ET.* Drama about a retired boxer who is rejuvenated by his granddaughter. Stars James Cagney, Art Carney, and Ellen Barkin.

Your Children, Our Children—*PBS, Sundays starting April 1, 6-6:30 p.m. ET.* Seven documentaries focus on sexuality, day care, student jobs, neglect, and other issues affecting America's 67 million children. Many PBS affiliates are organizing study guides and local action plans for this series and would welcome volunteers for these projects. Series host is John Merrow.

Idea Exchange

They're Stuck on Glue

If you catch it at the right stage, an old bottle of Elmer's Glue that's gone rubbery can provide a new plaything for young students.

Second grade teacher Linda Bueno of Linton Elementary School in San Antonio, Tex., calls it "glubber," and her students enjoy modeling with it, blowing bubbles with it, leaving a crayon in it until it turns color. They've also written stories about how the class discovered glubber (it was an accident) and read some of them over the school intercom.

Linda Bueno

When glubber hasn't been worked for a while, Bueno says, it simply relaxes into a puddle. Linton counselor Naida Segura suggests that it may help *students* relax, too—although not quite that much. Working with glubber relieves anxiety and stress, Segura believes.

Monster Motivation

Looking for a writing project that will give your students' imaginations a good workout? Try *triopatrisaurus*, says Linda Schulte of the Hardin School in St. Charles, Mo. That's the exercise in which her sixth graders invent and draw a mythological creature, then write a story about it.

First, Schulte reads a few myths that feature fabulous monsters (she recommends the hydra, sphinx, medusa, and chimaera). Then she offers a few examples of modern monsters: sasquatch, the Loch Ness monster, and the abominable snowman.

When students are ready to go to work on their monsters, alone or in teams, they start by designing them on typing paper, then drawing a full-scale portrait on a 4' by 6' piece of paper. They use any medium—magic markers, chalk, paint, crayons—to color their beasts.

Finally, the students name their creatures—maybe using scientific-sounding prefixes like *tri-*, *poly-*, or *auto*—and write myths or stories about them.

"Of all my writing assignments, they love this one the most," Schulte says. "It's a trip into the imagination—that's why they enjoy it. In the back of their heads, the monsters are alive."

What Works for You?

Many teachers are finding that no matter how they work to make lessons interesting, students these days just don't pay attention the way they did in decades past. John A. Andrews, Jr., who teaches French, Spanish, English, and social studies at Beauregard High School in St. Bernard, La., says he'd like to see *NEA Today* print some solutions for this problem.

So—what do you do to keep your classes attentive? Send a brief description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

BOOK BEAT

Justifying Elitism in College Admissions

Charles Manski and David Wise—economics professors respectively at the Hebrew University of Jerusalem and Harvard University—have written *College Choice in America* for an admirable purpose. They want to explain how prospective students make decisions about going to college and how colleges make decisions about which students to admit.

In my view, however, their attempt fails. Their criteria, based heavily on Scholastic Aptitude Test (SAT) scores, are much too narrow. And their assumptions about "choice" reflect an elitist stance that underestimates the financial predicament of many potentially successful college students. These are young people for whom there is not only little choice in college attendance, but almost no hope of it.

Data on decision making about college and work are available through 1976 for 23,000 young Americans who were high school seniors in 1972. The National Center for Education Statistics randomly selected them to participate in its National Longitudinal Study of the High School Class of 1972 (NLS).

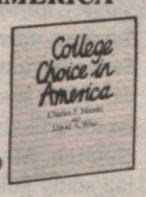
Using NLS data, Manski and Wise have examined the effects of such factors as high school class rank, SAT scores, and family income on actual experience in college and at work.

Here are their major findings:

► A student's self-selection—not the decision of admissions officers—is the major determinant of whether the student will attend college and what kind of college he or she will attend.

COLLEGE CHOICE IN AMERICA

By Charles F. Manski and David A. Wise



(Harvard University Press, 221 pp. $22.50.)

► Average high school seniors have at least three chances in four of being admitted to a college of average quality even if their class rank is as low as the 25th percentile, their combined SAT scores as low as 700. Most applicants are admitted to their first-choice schools.

► Parents' income has a greater impact on whether students drop out of college than on whether they attend in the first place.

► If a student's likelihood of persisting to graduation is the main criterion for college admission, then colleges combine SAT scores and class rank in about the right proportions in making admissions decisions. That is, they *don't* give too much weight—as test critics contend—to SAT scores.

Given the flaws in its assumptions, criteria, and methods, this study can't be useful to anyone—student or policymaker—in higher education. Nor will it provide much help for the socially and economically disadvantaged of high potential. A few examples of the flaws will have to suffice:

► The authors assume that data from 1972-76 continue to be relevant. How useful is it to know that the 1972 high school graduates studied "made a rather smooth transition to the labor force" when at this writing the unemployment rate of black teenagers is nearly 50 percent?

► The authors are willing to correlate student academic aptitude and college quality when both are determined by the same measure—SAT scores. It ought to be obvious that correlation requires variance in different—not the same—indices.

► Manski and Wise make careless use of such terms as *aptitude, ability, academic potential, performance,* and *achievement.* They don't appear to know that the "aptitude" tests they rely on so heavily (that is, the SATs) are really achievement tests—and poor ones at that.

► The authors claim that student "choice" plays a big role in decisions about what type of college to attend. That may have been true in 1972, but in the neediest families today, the parents are most likely making the educational choices for their college-age children—on the basis simply of trying to make ends meet.

About the time these economists were publishing their stale data, a professional educator—Ernest L. Boyer, former U.S. Commissioner of Education and author of *High School*—made a much more accurate prediction about higher education in the United States.

"We are moving," he told the *New York Times* last year, "toward the point where a large range of low- and middle-income students will have to choose colleges solely on the basis of what is affordable, not on the basis of what is best for them and for the country."

Reviewed by Bernard McKenna, program development specialist, NEA Instruction and Professional Development.

FIVE REASONS TO RECOMMEND TODAY'S ARMY TO YOUR BRIGHT STUDENTS.

There's a lot you can teach your bright students about Today's Army. Because the Army uses the most modern technology, equipment and methods, their minds will be put to very good use. They'll be able to train in skills for fields like engineering, medical technology, or electronics. And if they need financial aid for college, an Army enlistment could be the best thing for your best students.

A 500% RETURN ON MONEY SAVED FOR COLLEGE.

Qualified students can participate in the Army College Fund. When they save from $25 to $100 a month of their pay (over $550 a month, to start), the Army matches it five dollars (or more) to one. It can total up to $15,200 for a two-year enlistment, up to $20,100 for three years. They'll still be eligible for other kinds of financial aid. And meeting the mental challenges of the Army will help prepare them for college, too.

START COLLEGE WHILE IN THE ARMY.

Your students don't have to wait until they're out of the Army to start college, though. Through the Army Continuing Education System, soldiers can take college courses during their off-duty hours. And the Army pays up to 75% of the tuition for approved courses. It's a great way to enhance an Army skill, or find out which subjects a student might want to study full-time.

TURN AN ARMY SKILL INTO A CIVILIAN TRADE.

Students interested in learning a trade can enlist in one of more than 130 Army skills that are part of the Army Apprenticeship Program. These skills, like Military Police, Electrician and Aircraft Mechanic, correspond to more than 70 civilian trades. By documenting the number of hours spent in training and work, a soldier can receive a Certificate of Completion of Apprenticeship from the U.S. Department of Labor. This certificate tells civilian employers that the soldier is a skilled craftsman with journeyman status.

RESERVE A SKILL NOW, REPORT LATER.

Your students don't have to wait until June to take advantage of these programs. If they qualify for the Delayed Entry Program, they can see an Army recruiter now, choose one of hundreds of valuable Army skills, and get a written guarantee they'll be trained in that skill. They report for duty after graduation.

THE ENLISTMENTS COME IN THREE SIZES.

Students can enlist for two, three or four years. Naturally, the more time they put into the Army, the more the Army can offer them.

HOW TO FIND OUT MORE.

Once you've given your students these facts on what the Army can do for them, they'll probably want the details. Tell them to get in touch with their local Army recruiter. The number's in the Yellow Pages. You might help make the future of your bright students even brighter.

ARMY. BE ALL YOU CAN BE.

YOU AND YOUR RETIREMENT

Retired Educators' Political Clout: Growing

Senior citizens as political activists. They appeared on the scene in the turbulent 1960s, when any minority group worth its salt was flexing its political muscle. They began speaking out, organizing themselves, and demanding their rights.

As the 60s gave rise to the more conservative 70s and 80s, such activism faded. But the issues that movement spotlighted—Social Security, health care costs, pension rights, and more—still spark the concern of millions of retired teachers.

Start talking to retired teachers across the country, and the old spirit of activism, in new forms of commitment, soon emerges.

"I'm very anxious to help in any way I can," offers 81-year-old activist Jeanette Hodge, who chairs New Jersey's Mercer County Retired Teachers legislative action committee. She enjoys the comradery of others in her profession—both retired and those still teaching—while working on the political campaigns of Association-backed candidates. She'll graciously step in to staff a phone bank, stuff envelopes, or help out with fundraisers.

"I just never was content to close the schoolroom door and forget about my profession," reflects the 51-year classroom veteran, whose five sisters—all retired teachers—also devote time to political action.

A determined "take charge" spirit drives retired biology and chemistry teacher Odell Owens, Jr. Last year, with his election to Georgia's Polk County school board, he became the first Black ever elected to office in the county. This year, he's set his sights on becoming a delegate to the Democratic National Convention.

And he looks forward to putting his political expertise to work for the Mondale campaign—speaking to church groups, making phone calls, and organizing volunteers.

"I've always been an active person," Owens says. "I think any active person will just shrivel up and die if they don't stay busy." He gets satisfaction, too, in seeing the opinions he formed over his 34-year teaching career find political expression.

For retired teachers like Katherine Fowler of Suncook, N.H., political action during retirement is simply an extension of what they've been doing for years.

"I've always been involved politically," Fowler remarks. "But what with seven children to raise and my teaching career, I didn't always have time to get as involved as I like. *Now* I have time." Fowler serves as an executive board member of NEA-New Hampshire.

Her longtime commitment to Walter Mondale got a boost this past July when Joan Mondale made a surprise appearance at Fowler's combination retirement/birthday party. She had been secretly invited by Fowler's daughter.

The New Hampshire retiree now plans to devote at least one day a week to the Mondale campaign. At the same time, she's laying the groundwork for a campaign of her own—a bid for the New Hampshire statehouse.

Marshalling forces to see that the concerns of retired teachers are represented at local, state, and national levels is a form of commitment that many retired teachers are coming to share. They know that effective political action depends on organized group efforts. And they're finding through NEA and NEA-Retired (NEA-R) the organizing tools and political clout to get things done.

In legislative effectiveness on the part of retired teachers, the flagship state is clearly New Jersey, whose 14,000-member Retired Educators Association (NJREA) recently affiliated with NEA-R. For several years, the retired educators have mounted a vigorous political action and lobbying effort, ranging from support of pro-education candidates to their backing of an important collective bargaining bill for teachers.

NJEA Reporter

Retired Association member Anna Gibbs (center) and NJEA activist Trudy Thornton put in a good word with New Jersey Assemblyman Garabed Haytaian about a pension bill.

Their current goal is to increase to $6,000 the minimum pension available to 20-year teaching veterans who retired before 1955, when Social Security went into effect for New Jersey teachers. Some of these pre-1955 retirees get as little as $100 a month in pension benefits.

NJREA state legislative chair Fran Carnochan works with legislative consultant Fred Hipp to mobilize a dedicated team of county legislative chairs, activate a statewide phone chain, and in general keep retirement issues in the forefront politically. New Jersey's retired teachers have also displayed a dedicated financial commitment to political action, providing a healthy $19,000 to NJEA-PAC since last September.

It's a two-way street. In return for the support of retired teachers, NJEA provides NJREA with the expertise of staff lobbyist Dee Corona, who works with them on retirement-related issues.

Of course, not every state shares the same goals and organization as New Jersey. But energetic organizations like NJREA signal the effectiveness of united effort.

Joseph Westbrook, a retired Memphis, Tenn., science teacher who serves on the NEA-R advisory committee, believes that retired teachers stand to gain by working with their state NEA affiliates on political issues.

"Who else should help plan the future of our profession more than those of us with years of experience in the classroom?" Westbrook asks. "We must continue to share our knowledge. Let's help set the agenda for the Association."

—Vicky Lytle

YOU AND THE LAW

How Sure Are You of Your Legal Rights?

In 1972, then NEA deputy general counsel David Rubin wrote a handbook called *The Rights of Teachers*, which was published under the auspices of the American Civil Liberties Union. With the help of *New York Times* reporter Steve Greenhouse, Rubin has now updated this popular manual. The new edition reflects the many developments that have occurred over the past 12 years in federal law.

"NEA has financially supported or otherwise been involved in most of the legal cases that have defined the constitutional and other federal rights of teachers," notes Rubin, who recently retired.

The U.S. Constitution, various federal statutes, collectively bargained agreements, state constitutional and statutory provisions, and policies and decisions of state and local boards of education—all have an impact on today's teachers' legal rights. This means, of course, that those rights may differ from state to state and school district to school district.

But it's still possible to sum up the status of teacher rights on several basic fronts. The ACLU handbook provides a good picture of just where teachers stand today in these areas:

► *First Amendment rights.* The Supreme Court has held that generally a teacher may not be dismissed or disciplined for criticizing school officials in out-of-class statements on matters of public concern—unless the content, manner, time, and place of the criticism would seriously undermine close employment relationships or certain other conditions necessary to the effective operation of a school system. Thus the Court has ruled unconstitutional a school board's dismissal of a teacher for writing a letter-to-the-editor that was critical of board policies.

And in an important 1979 decision, the Supreme Court held that a Black teacher who criticized school policies as racially discriminatory in a conversation with her principal did not lose all First Amendment protection merely because she communicated her criticism privately to her employer rather than to the public.

► *Union activity.* The right of freedom of association, implied from express First Amendment rights such as freedom of speech and assembly, gives teachers a right to join or form labor unions. A school policy denying use of school facilities to teacher organizations dedicated to collective bargaining while permitting use by teacher organizations not dedicated to collective bargaining would violate the constitutional right of freedom of association—as well as the equal protection clause of the Fourteenth Amendment.

The right of association also includes the right to "vigorous advocacy" of the organization's goals. This right protects representatives of a local Association who speak out on employee grievances and other aspects of the employment relationship.

► *Classroom speech.* The courts have provided only limited guidance on how strictly the First Amendment permits authorities to limit a teacher's freedom of expression in the classroom. A school system's desire to avoid offending student or parental morals, however, does not constitute sufficient justification for limiting a teacher's classroom speech. One court has ruled that a teacher could not be punished for the content of his classroom discussions when they followed a demonstrated educational purpose and were relevant to the curriculum, not obscene, and appropriate to the students' age level.

Read Up on Your Rights

The new edition of the ACLU's *The Rights of Teachers*, a 350-page Bantam paperback, may be ordered for $4.95 from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516. Please specify stock no. 0542-2-10-D.

Some decisions suggest that school authorities may discipline a teacher for classroom discussion that materially and substantially disrupts the class. One federal appeals court has ruled that the test is whether such disruption overbalances the teacher's usefulness as an instructor.

Courts have held that the Constitution requires that teachers be given clear guidelines showing what types of classroom discussion or assignments are prohibited.

► *The right of privacy.* The Supreme Court has held that a school district may not force a teacher to take maternity leave at a fixed point in her pregnancy. Although there is a conflict among decisions, some federal court rulings provide a basis for the argument that a school board cannot legally terminate a teacher because she has become pregnant or borne a child out of wedlock.

A few decisions support the argument that school authorities cannot terminate or discipline employees for their sexual preferences or private consensual sexual practices—unless such conduct materially and substantially interferes with the school's work or the rights of students. However, the absence of clear guidelines from the Supreme Court has left this area of the law unsettled.

—Sheilah Vance

Your Protection Is Our Business

The UTP Tax-Deferred Annuity Program

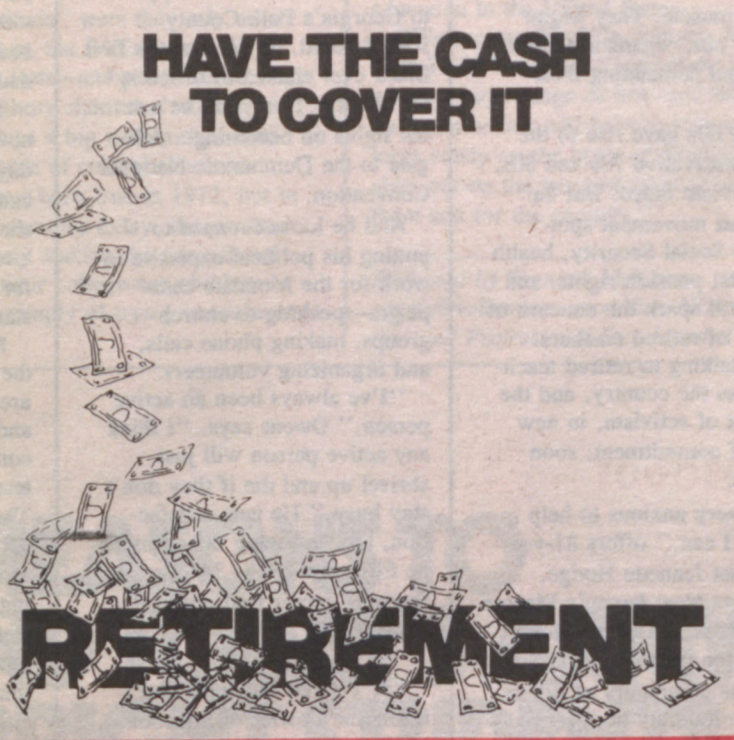
Everyone retires sooner or later. The problem is that many people aren't financially prepared when the time comes. Now you *can* be with your Association's tax-deferred annuity program.

The United Teaching Profession Tax-Deferred Annuity (UTP TDA) Program was developed by the Horace Mann Life Insurance Company and your Association to help you accumulate as much cash as possible for your retirement. Taxes on the entire amount you invest, and on all the interest it earns, are deferred until the money is withdrawn. Ideally, this is at retirement when income is usually less and generally subject to lower tax rates.

We've added new features that give you higher interest and more flexibility than ever before. And we've actually eliminated some previous restrictions so you can have more control over the money you set aside for retirement.

We take your retirement seriously. You should too. But since we can't possibly go into all the details of the UTP TDA Program here, send in the coupon and get the facts about how the UTP Tax-Deferred Annuity can help you retire with the money to make your dreams come true. Remember: without money, retirement dreams are just that. Dreams.

Not presently available in Connecticut, Hawaii, New Jersey and New York.



Homeowners Insurance

For those who need more than just coverage at home.
Your Association recognizes that you have special needs. That's why we've designed a homeowners policy especially for unified members like you. Underwritten by the Horace Mann Insurance Company, it goes beyond your home to extend your personal property coverage into the classroom and around the world. In fact, your Association's Homeowners Plan offers several special features including:

Coverage at school.
Covers personal property used away from the insured premises for educational purposes—including musical instruments and coaching-related equipment. $500 of this special protection is available at no additional cost—with only a $25 deductible!

Coverage around the world.
Protects your personal property anywhere you go—for up to $2500 or 10% of your content's coverage (whichever is greater).

Merit reducing deductible.
If you have no claims after a specified number of years (depending on your policy deductible), you'll be rewarded with a reduced or zero deductible on your first loss without a change in premium.

Survivor's waiver of premium.
If you or your spouse should accidentally die, the first renewal premium will be waived as long as the surviving spouse or dependent child(ren) is a resident of the insured premises on the next renewal date.

Mortgage disaster endorsement.
With this optional coverage, you will be reimbursed for up to $500 on your first mortgage payment if your residence becomes uninhabitable for more than 30 days. A maximum of six payments will be made. Destruction must be a result of a peril covered within the basic policy and you must plan to reoccupy the premises.

Theft from unlocked automobile.
This protection provides for loss of personal property from an automobile without requiring evidence of forcible entry.

These features are not available in all states and deductibles may vary.

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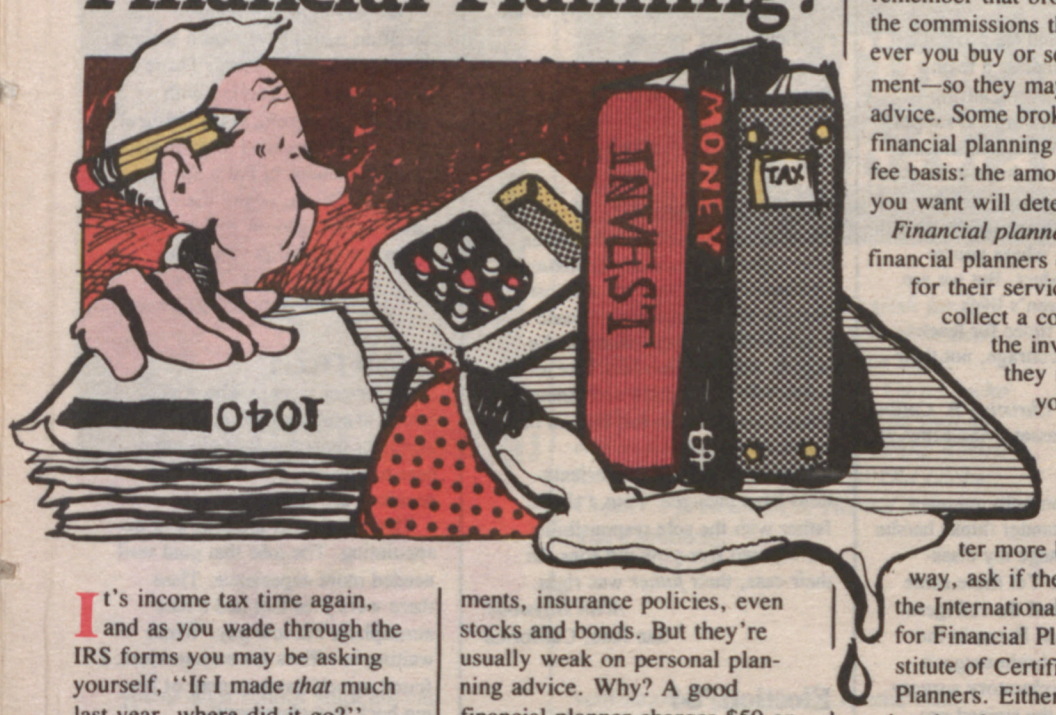
PERSONALLY SPEAKING

MONEY

Need Help with Financial Planning?



It's income tax time again, and as you wade through the IRS forms you may be asking yourself, "If I made *that* much last year, where did it go?"

You have a lot of company. Today, even people with moderate incomes often need help in budgeting and investing their money.

Where can you turn for good advice that you can afford? Here's a list of alternatives, with their advantages and drawbacks:

Banks and savings and loans. More and more, commercial banks are evolving into one-stop financial supermarkets. They offer (or soon will be able to) almost everything you'll need to carry out an uncomplicated personal financial plan: savings accounts, IRAs, tax-free investments, insurance policies, even stocks and bonds. But they're usually weak on personal planning advice. Why? A good financial planner charges $50 or more an hour, and few banks can afford to give that kind of service away for free.

Lawyers and CPAs. If you have one, your own lawyer or accountant may be in the best position to give good personal advice. These professionals know you, your financial situation, and your goals. Unless you're a valued client, however, you may find their hourly rates steep. More important, few can help you actually make your purchases or sales. If they say "Buy tax-free bonds," it'll be up to you to find the bonds to buy.

Brokerage houses. Your stockbroker may or may not be able to give you planning advice. A discount broker is mainly an order-taker who may have no formal investment training. A full-service broker knows investments, but not necessarily how to arrange them into a financial plan. Either way, remember that brokers profit by the commissions they earn whenever you buy or sell an investment—so they may give biased advice. Some brokers will do financial planning on a straight fee basis: the amount of service you want will determine the cost.

Financial planners. Some financial planners charge a fee for their service. Others collect a commission on the investments they recommend to you. Obviously, the former is more expensive, the latter more biased. Either way, ask if they belong to the International Association for Financial Planning or Institute of Certified Financial Planners. Either affiliation is a sign that they take their work seriously.

You. Since a good financial plan takes into consideration many intangibles like your temperament and personal goals, some people say you should learn to develop your own plan. Colleges and community groups often offer financial planning courses. Many good books are available, too. But remember that tax laws and investment opportunities are constantly changing, so you'll have to make the commitment to continually stay on top of financial developments.

—NEA Special Services

HEALTH

R_x Off-the-Shelf?

Today you can walk into a drugstore and buy—right from the shelf—many medicines previously available only with a doctor's prescription. And as time passes, more and more medicines are being decontrolled in this way. Is this good news for the consumer—or bad? Probably a little of both.

On the one hand, consider the case of 0.5% hydrocortisone creams, which were released for over-the-counter sale in 1979. An MIT economist has estimated that the change saved the American public more than $600 million in less than three years. The economist was looking only at the time and money people would have spent going to the doctor to get prescriptions—not the 50 percent drop in the retail price of the preparations.

On the other hand, consider what happened when Metaproterenol Sulfate mist inhalers (used to treat asthma and similar diseases) were made available without a prescription in 1982. By May 1983, so many cases of accidental overdose had been reported that the medication was placed back in prescription-only status. When a drug is available without a prescription, there's a tendency for consumers to be less careful in the way they use it.

Over-the-counter drugs are still drugs. Treated with the same respect as prescription drugs, they allow you to save money and still receive effective health care. Misused, they can cause serious illness, even death.

What precautions should you take? First, if you're already taking another medication, check with your doctor or pharmacist to see whether the over-the-counter medicine you plan to buy could interact with it to harm you. There are also several good reference books available that can give you more information on nonprescription drugs.

If the medication will fit in safely with your other medical treatments, go ahead and use it—with the proper caution. No matter how innocuous the medicine seems, read the label thoroughly and follow all directions. Do *not* exceed the recommended dosage.

—NEA Special Services

LEISURE

Vacation Homework

So this year you'll be taking your dream vacation! You've made your reservations, paid for your tickets, bought new clothes and a new suitcase to put them in. Everything's set and you're ready to go—right?

Wrong! If you want to get the most out of your trip, your work has just begun. A truly memorable vacation takes planning and resourcefulness. Whether you're driving to the next state or making a camping tour of the Mongolian People's Republic, some simple research will enrich your travel experience.

Everything you see will be more exciting—and mean more to you—if you leave home knowing what's awaiting you. Here are some resources that may prove helpful:

Tourist offices. For the price of a postage stamp, you can get information from the tourist office of any state or country. Let them know what kind of setting, activities, and budget you have in mind and what kind of information you want. They may have publications on hotels and restaurants, seasonal attractions, special events, climate, history, parks, monuments, shopping, how to dress, and what to bring with you. (Sometimes, however, you'll have to distinguish hard facts from hype.)

State tourism offices are usually located in the state capital. Almost without exception, foreign countries maintain offices in New York City. Try asking the Manhattan information operator for the country's "national tourist office."

Embassies and consulates. Information can be obtained from many embassies, located in Washington, D.C., and their consulates, located in various major cities.

Libraries. Check for recent magazine articles about the place you plan to visit. You might want to borrow recorded language lessons as well.

Bookstores. A good, up-to-date guidebook is essential to getting around. A detailed map of your destination is also vital.

The federal government. For information on accommodations and activities in the national parks and forests, write to the Office of Public Inquiries, National Park Service, U.S. Department of the Interior, Washington, DC 20240, and to Headquarters, U.S. Forest Service, U.S. Department of Agriculture, Washington, DC 20250.

Finally, if you travel for educational purposes, you may be able to deduct part or all of your costs from your income tax. To learn how, you need the NEA's *Federal Income Tax Guide for Teachers* (stock no. 1386-7-00-D, $5.95 from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516).

For more hints on preparing for a great vacation, write for your free copy of *Travel: A Consumer Guide for NEA Members.* It's available from NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

—NEA Special Services

Letters

INSIDE NEA Today

JACKIE SMITH: 6TH GRADE TEACHER, PRESIDENT-MAKER.

Futrell on Reagan

It is very difficult for me to believe that NEA President Mary Futrell has written such a negative article as "The Myth of Niceness" (*President's Viewpoint*, Jan.-Feb.). I'm really surprised at her "Nice men don't. . ." statements.

I think our President Reagan has done, is doing, and will continue to do an excellent job.

Are those in top NEA positions so out of touch with reality that they really believe Mr. Mondale (or another Democratic nominee) will be our next President? I'm a registered Democrat, but I like what Mr. Reagan is doing, and I shall vote for him again.

Reba M. Swint
Portal, Georgia

I take a negative view of Ms. Futrell's negative viewpoints.

I hate to think what America as a whole would be today without Ronald Reagan. And, in spite of your best efforts, he will probably be reelected.

If the NEA thinks that all our energies should be focused on the election of a hand-picked President as a panacea for American education and ultimately for America itself, count me out!

John M. Clymer, Jr.
Broomfield, Colorado

I was impressed with the Jan.-Feb. "President's Viewpoint" column. Ms. Futrell's comments on President Reagan's attitude toward public education and his Administration's lack of support certainly were accurate. We must not be deceived by rhetoric that is not backed up by fact and action.

I am pleased to see the NEA politically involved and striving to rectify a bad situation in our country. Be assured I will work on the local level and support national efforts to change the current deterioration of our school system.

I applaud you for speaking out and urge you to continue expounding your concerns.

Donald L. Smith
East Lansing, Michigan

'Good' Teachers?

I enjoyed your Jan.-Feb. feature on the various new studies of America's high schools, but I take offense at a comment made in the teacher reaction piece, where Pat Welsh says that "good" teachers stay up until 1 or 2 a.m. preparing for their classes, and lousy teachers do not.

I would like to know how effective the teacher would be who stays up that late on a constant basis. Let's be realistic: we all need sleep to do a good job. It's too simplistic to state that the difference between the good and the poor teachers is simply the amount of preparation time they put in.

Let's take a look at all the factors that affect the quality of the job the teacher performs, and not just time spent after school. Remember, some people are better organized than others.

Dave Neumann
Hailey, Idaho

Too Trivial?

At a time of great excitement, challenge, and threat to American education, couldn't *NEA Today* be a bit less trivial in its coverage of education issues?

The December issue featured a full page of fluffery on graphology, giving this silly enterprise a dignity it hardly deserves. If we are striving to present a professional image, how about treating the topic with some rigorous research analysis?

Even the Mondale interview was noteworthy for its shallowness and superficiality. Do the editors believe that NEA members cannot or will not read pieces which are analytical or detailed?

Kindly spend a little more time and money bringing the quality of writing and editorial work up to the level of the attractive printing job.

David Linton
Plainview, New York

Teachers Must Lead

Charles Dickens could well have been describing public education in 1984. It is the worst of times when only 23 percent of the electorate have children in public schools. . . when education is the focus of daily media attacks. . . when schools are assaulted by massive budget cuts and tuition tax credits.

Public education is fighting for its life. It is, however, the *best* of times when we consider that for the first time in the history of the U.S., education is our country's number-one priority!

What a perfect opportunity for the teachers of this country to lead the way to excellence in the classroom. We know the children best. We know they need to be in school, on time. We know that they, and not their parents, need to do homework assignments. We understand the need for maximum, not minimum, competencies.

Administrators and teachers need to work together as a team, respecting each other's contributions. Administrators are the support system for staff. When teachers are viewed as labor and administrators as management, adversary roles are set up. This framework works well in the private sector, where you're dealing with a product. But we are dealing with children's lives.

It is the best of times for teachers to share their courage, not their despair.

Christine P. Collins
Cohasset, Massachusetts

Every parent, community member, and interested bystander thinks he/she knows how to manage my classroom better than I. Yet these same people would not tell the refrigeration man how to put Freon in the cooling unit or the brain surgeon how to perform exploratory surgery. Why then must I, the trained professional, face constant pressure from people who are not trained in my field?

The cry of the nation's teachers should be, "Let me do what I do best. Let me bring to my students my unique talent and training as a teacher because in my classroom wonderful things happen that affect the lives of my students. I know that you have given me a serious task in educating your children. Believe me, I take the task seriously."

Judy K. Turner
Ridgecrest, California

Schools Do Too Much?

Do you believe schools should *(a)* pursue academic excellence, *(b)* provide a rigorous academic education to those who want it, *(c)* integrate minorities, *(d)* socialize delinquents, *(e)* mainstream the handicapped, *(f)* help students develop moral codes of behavior, *(g)* compensate for the weakening of the family, *(h)* provide hot, nutritious meals, *(i)* supply preventive and emergency health needs, *(j)* get involved in drug and alcohol abuse programs, *(k)* provide day care for children of school-age mothers, *(l)* do everything possible to keep young people in school until they graduate?

If you answered yes to *a* and *b* and no to the rest, you're an educator. If you answered no to *a* and *b* and yes to the rest, you'd probably be an excellent social worker.

If you answered yes to everything, you're kidding yourself.

Chip Hippler
Relay, Maryland

Sexist Headline?

Your article called "Your Mother Was Right" (*Personally Speaking*, December) upset me. It's not just mothers who communicate basic health habits to their children. To suggest that only mothers take an active role in nutrition and other related matters is to fall into an old sexist stereotype.

Family structures and orientations have changed. I am a single father with the sole responsibility for my two five-year-old sons. In their case, their *father* was right.

Alvin Haywood
San Jose, California

Election '84

I am dismayed by the apparent attempt of the NEA and its political activists to portray the upcoming 1984 election as a one-issue matter.

While education is important, there are other issues of at least equal importance (e.g., the economy, national defense). Educators owe to themselves and their country a responsibility to consider *all* factors when voting. To do otherwise is to take much too lightly the responsibility of citizenship.

Helen A. Million
Lebanon, Indiana

An endorsement by NEA for a candidate who is not my choice is *not* an attack on my candidate. The leaders of NEA have done the homework based on voting records and/or candidate interviews. Obviously I am completely free to vote for my unendorsed candidate (and then remember *not* to complain about the state of education).

Janet Bradbury
Fort Wayne, Indiana

Reaganite education reform represents a full-fledged assault on our public schools and teacher organizations. Teacher activism during 1984 is imperative, if we are to survive the pecking-order enthusists who are trying to put too much "class" and too little money into public schooling.

Teachers must not relegate education issues to attention seekers and ambitious politicians. Those "buffs" who are playing with national school reform for political gain must be returned to their aristocratic splendor in Palm Springs and Palm Beach, where their naivete can be exchanged on golf courses, not in councils of government.

Ottis J. Knippers, Jr.
Lawrenceburg, Tennessee

'Scoot Over!'

I'm a former teacher who was forced to seek another area of work when my marriage brought me here to Denver, where teaching positions are scarce.

The search was grueling and disappointing. The jobs that paid well needed more experience. Then there were jobs that had a nice atmosphere but low pay. While waiting in offices for an interview, I found myself daydreaming of being back in a classroom.

Those of you still teaching, but complaining of your salaries and other school-related problems—scoot over! Let those of us who are dedicated to the profession have our teaching careers. You can come out into noneducational settings.

Maybe you'll be happier. . . but maybe you'll feel teaching wasn't so bad after all.

Barbara Goodell
Denver, Colorado

Good Question

When I worked in business, if something went wrong, management was charged with failing to carry out its responsibilities. When I was in the military service and something went wrong, officers assumed responsibility.

Why is it that when something goes wrong in education, administrators are not held responsible, but rather the classroom teacher, who has no part in establishing school policy, is totally blamed?

Joseph Belleson
South Holland, Illinois

Computer Pals Wanted

I am looking for "telemail pals" who have access to a Radio Shack portable data terminal. My interests are in exchanging ideas about elementary education practices as well as getting to know others via this modern way of communicating.

I would appreciate any information on how I can become linked with or establish an "educators network" utilizing this system.

Cecile Maurice
1213½ Seal Way
Seal Beach, California 90740

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SCHOOLVIEW

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," *NEA Today*, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Debate

Is It Time To Give Up On Grammar?

Russ Gilbert

YES

Richard D. Curtis taught English for 20 years at Clairemont High School in San Diego, California. Retired last June, he's now a free-lance writer. Curtis—who holds a degree in theater arts as well as one in English—has won an acting award for his role in the San Diego Old Globe Theater's production of Harold Pinter's The Caretaker.

Typical high school students can communicate very well verbally with their families, friends, and even teachers. They can also do their homework, fill out questionnaires, and write letters. We aren't referring to spelling or punctuation or graceful rhetoric here ... just plain understandable English.

Do students *ever* find a knowledge of verb conjugation or parts of speech necessary to communicate in their everyday lives? Does a predicate adjective come up often as an interesting topic of conversation? Has anyone ever known a teenager who cared about the difference between a participle and a gerund?

We should stop demanding that adolescents study systematized grammar before they can graduate from high school. Johnny can surely say with no trouble at all, and at a very early age, "Billy got more ice cream than me and that's not fair." There's nothing equivocal about that sentence, either in sense or in tone, despite its use of the objective case *me* rather than the nominative *I* as the subject of an elliptical clause.

And when Johnny gets older and goes to English grammar class and suffers his harried teacher's forcing the correct formation of that childhood sentence down his throat, what has Johnny got? He's got a sore throat, that's what, and he'll gargle it away immediately in a conversation with his buddies outside the classroom door.

Once off the school grounds, he'll immediately turn to and embrace the incorrect, illogical, mindless grammar which is foisted on all of us by almost all of us, especially those perverse advertisers who exploit radio and televison. In fact, by way of these profoundly effective transmitters, slovenly language is glamorized so that it becomes the model to emulate. Who, for example, can hear "Eight Is Enough" over and over again and keep in mind that it is illiterate grammar?

Nearly all kids suffer real pain when they're forced to study grammar. From the teacher's first utterance of the word *grammar*, collective wincing and hyperventilation begin. More extreme reactions follow: grotesque contortions of face and body, punctuated by piercing outcries, tearing of hair, and gnashing of teeth.

The signs of anguish are real, not faked. The kids are genuinely panic-stricken at the prospect of weeks of wretched anxiety and boredom. Getting rid of *required* grammar study in the public schools would alleviate genuine suffering.

But there's an even better reason for eliminating the requirement. Suppose that schools continue to require the study of grammar. Suppose further that somehow students learn its lessons, at least in moderation, and that they commit to memory (at least well enough to pass a test) nouns and verbs and subjects and prepositional phrases and relative adverbs and all the rest. How long will these victims of the grammar fanatic retain this hard-won knowledge? A week? Perhaps. A month? Less chance. A year? Pie in the sky.

The fact is that the tourniquet of classroom-imposed grammar study is released immediately after the course ends. The compression marks on brain and brow disappear, while the normal blood flow purges the mind of any grammatical knowledge and brings forth a sigh of delicious relief.

A few die-hards may argue that required study of grammar forces students to improve their speaking and writing abilities. Really? When was the last time you heard an ordinary high school student practicing careful, knowledgeable grammar either in or out of school? And it's a rare high school student who cares enough about grammar to apply the principles learned in an English class to actual writing (never mind speaking).

Let's continue to have the public schools teach reading and literature, vocabulary, spelling, some punctuation, and simple composition. However, except for *elective* courses that will benefit the few students who take them, let's put grammar in the slammer.

Mark Peterson

NO

Mary Everett has been teaching Spanish and French at St. Peter (Minn.) High School for the past 13 years. As a hobby, she collects samples of English grammar problems from newspapers and magazines. A past teacher rights chair of the St. Peter Education Association, Everett's a rabid fan of columnist William Safire, who, she says, "delights my soul."

What educational sleight of hand! Now that discussion is raging about raising expectations and standards for our students, the inevitable dodge-the-problem proposal surfaces: cleanse the curriculum. Gut it. Say good riddance to demanding subject matter.

This strategy would, indeed, make it easier for the teacher, but it holds potential tragedy for the majority of students.

We hear that *any* English usage should be considered correct as long as the speaker is understood. But there's the rub! "As long as the speaker is understood" means that *anyone* can decide arbitrarily on meanings, constructions, spellings. A community of shared understanding then threatens to become a Tower of Babel.

We don't have to look far to find hints of such an outcome. That nemesis of the English teacher—the world of advertising—is already leading us toward this fiasco. Following the creed that "anything goes as long as it sells," we hear—to take only one ugly example—Wendy's hamburgers maintain "Ain't no use to go anywhere else."

To compound the problem, ad writers have ruled that phonetic spelling of English is acceptable. So they create such "cute" phrases as Y-Not Here and Karri-On. "Light" has firmly become "lite," and woe to the teacher who asks a class to spell "relief"!

The comic strip "Family Circus" recently dealt with the tragicomic problem that misspelling presents for children. Little Billy was practicing his spelling with his father, who was appalled to hear his son spell "quick" as "quik," "clear" as "Kleer," and "gleam" as "Gleem." Billy's punishment was no more television until his spelling ability improved. (Billy offered to give up watching commercials.)

Madison Avenue's defense is that this is the language of their clientele. Their clientele includes our students, who quickly adopt the "creative" grammar for their own use. They can quote—or sing—TV ads verbatim (just ask any teacher), and so they proceed blithely to pile error upon error.

We can't allow the deterioration of good English, whether it be defended by business interests or kind-hearted but misguided teachers. The disservice to our students is too great.

When we don't give students a clear command of the English language, we hurt them in other subject areas. Textbooks in social studies, science, and health, for example, aren't written in "innovative" English.

Furthermore, we narrow future employment opportunities for students when we don't teach them grammar. Blue collar jobs that require minimal command of English are fast disappearing. Without learning and abiding by generally accepted grammar rules, students will find—too late—that many fields are closed to them.

For instance, the student who is poor in spelling will find an unrelenting foe in the office computer. There is no release from the "syntax error" response until the computer's demand for correct spelling is satisfied.

And what about professionals? How much freedom of language will they be allowed? Students who become lawyers will find they must be in clear linguistic agreement with clients and judges. The alternative offers great material for an Orwellian nightmare. And teachers: can one defend teachers in *any* discipline who do not have command of good English?

Finally, what is the reaction of an employer to an applicant whose poor language skills negate other qualifications? Indeed, the depth of mastery of other areas may well be questioned if the candidate has been unable to master English.

It is strange that the suggestion for "easier" English rules usually springs from those who have already mastered correct grammar. One can only understand such pleas as evidence of overly condescending tolerance or as the cry of a teacher in despair.

In any case, such proposals do, indeed, place the children of our nation at risk.

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